REPORT RESUMES

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THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.
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CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.

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AN ANALYSIS OF THE ADMINISTRATIVE STRUCTURE OF THE CHAMPAIGN SPECIAL SERVICES PROGRAM OUTLINES THE RELATIONSHIP OF THE DIRECTOR OF SPECIAL EDUCATION TO SCHOOL PERSONNEL, COMMUNITY AGENCIES, PARENTS, AND CHILDREN. THE RELATIONSHIP BETWEEN SPECIAL SERVICES PERSONNEL AND REGULAR SCHOOL PERSONNEL IS SHOWN. THE PROGRAMS FOR EACH EXCEPTIONALITY ARE DESCRIBED IN TERMS OF IDENTIFICATION AND SPECIAL NEEDS OF CHILDREN, REFERRAL PROCEDURES, ELIGIBILITY REQUIREMENTS, CLASS SIZES, AND RESPONSIBILITIES OF STAFF. THE SCHOOL SOCIAL WORK PROGRAMS AND PSYCHOLOGICAL SERVICES ARE DESCRIBED. ADDITIONAL SECTIONS PROVIDE INFORMATION ON THE OCCUPATIONAL EXPLORATIONS PROGRAM FOR THE SOCIALLY MALADJUSTED, THE PREVOCATIONAL PROGRAM FOR VOCATIONALLY HANDICAPPED STUDENTS, THE HEADSTART PROGRAM, AND VISION AND HEARING SCREENING. COPIES OF REFERRAL, HISTORY, AND CONFERENCE FORMS ARE INCLUDED. (MY)

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THE

Special Services Program

IN THE

CHAMPAIGN SCHOOLS

Champaign Community Schools
Unit District No. 4
Champaign, Illinois

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN COMMUNITY SCHOOLS

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Champaign Community Unit District No. 4
March, 1967

FOREWORD

In every school system there are pupils who, because they deviate markedly from the so-called normal child, require special skills and services on the part of the teachers and other school personnel. These are the exceptional children. The 49th Year Book of the National Society for the Study of Education defines these children as those who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity.

Every good school system which supports a well balanced educational program should do all within their resources to help these exceptional children. In Illinois, this help has been encouraged by appropriations from the state government to reimburse local school districts for the excess cost of special education. Under the Illinois plan, the Champaign schools have developed a well-rounded program of special education. The district attempts to meet the needs of all children, including the handicapped.

The concept of special education is that the content of it is no different from regular education but it does differ in method and facilities. Because of these methods and facilities, special education seems more complex than regular education. The purpose of this manual is to clarify the scope and techniques of special education as conducted in the Champaign schools. All personnel in our schools will benefit from this manual.

Section I of the manual gives the reader an overview of the general concepts, methods of financing, and administrative procedures of special education. Section II deals more specifically with the special education facilities available in the Champaign schools.

If we accept the premise that the function of all education is to provide the means by which each individual child may develop to the best of his intellectual, physical, psychological and social potential, then it follows that we must also accept the principle that the education for handicapped children is not a part from, but a part of good general education. The purpose of this manual is to clarify the part that special education plays in the over-all education program of our school district.

E. H. Mellon
Superintendent of Schools

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THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS

THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS

Definition of Special Services

Special services refer to those provisions made available for children who deviate so markedly physically, intellectually, or emotionally from the normal that they need a special class organization, special curricular adjustment, special teaching techniques and materials of instruction, and/or special therapeutic and diagnostic services. Special services provide services for those children with individual differences for which regular teachers are not usually trained to handle.

History of Special Education in the Champaign Schools

Special education in the Champaign schools following the Illinois Plan for Special Education of Exceptional Children dates back to the year 1945. In 1934, however, the class for partially seeing was opened under the supervision of the Illinois Society for the Prevention of Blindness. In 1947, it came under the State Plan. During the 1945-1946 school year the special education staff included one social worker, one teacher of the homebound, one speech correctionist, and a psychologist. The psychologist, in addition to working with children, taught a class for teachers to familiarize them with problems of homes and pupils. This class was held once a week for two hours. In 1946-1947, the deaf and hard-of-hearing classes were opened. In 1946-1947, two classes were opened for the educable mentally handicapped.

The program for the trainable mentally retarded was opened in 1953 with two teachers and a total enrollment of twelve children. This same year a half-time director of special education was employed to administer, supervise, and coordinate the special education program. The director was appointed on a full-time basis beginning in the fall of 1954. A pilot study on gifted children in the elementary schools was activated in 1955 in cooperation with the University of Illinois. Special education personnel participated in this research. In the summer of 1959 a consultant and a psychologist were added to the special education staff to work specifically in the area of the gifted. The program for the blind was initiated in 1957-1958. An experimental program for the multiply handicapped (now known as learning disabilities) was approved in the spring of 1958. This program provided an itinerant service to these children enrolled in regular classes. A resource room for crippled children was approved by the Champaign School Board in the spring of 1959 and was opened the following fall. A coordinator of an improved hearing and vision screening program who also served as speech and hearing supervisor was employed in the spring of 1959. In the summer of 1960 the Office of Vocational Rehabilitation approved and agreed to give financial support to a proposal submitted by the Champaign schools to improve the prevocational curriculum for the handicapped to bridge the gap between the school and employment of these pupils. A coordinator of prevocational education for the handicapped was employed. In the spring of 1961 a supervisor for the mentally handicapped was employed.

An experimental project for junior and senior high youth who were dropout, delinquency and unemployment prone was initiated in 1962 under a grant from Vocational Rehabilitation. This program became a part of the special services program in 1965 following the research phase and a supervisor was employed for the Occupational Explorations program as it is now known.

A research project dealing with culturally deprived elementary age children of high potential was intiated under the Illinois Plan for the Gifted in 1964. Project Promise, as it is currently known, has a supervisor and curriculum consultant. Major emphasis is on intensive home contacts and curricular modification necessary for this group of students. Also initiated under the State Plan for the Gifted is a demonstration center fostering creativity of students at all levels.

An adjustment class for the seriously disturbed elementary age child was opened in 1964.

A full time supervisor of the learning disabilities program and half time supervisors for orthopedically handicapped, visually impaired and hearing impaired were added in 1965. An occupational therapist and physical therapist have been added as the program for the orthopedically handicapped has developed.

A summer Head Start program was initiated in 1965 under the federal provisions for such programs.

Scope of the Special Services Program

Since the philosophy of the Champaign schools places great emphasis on individual differences and meeting the needs of the individual, a comprehensive special services program has been developed. Champaign is making provisions for all atypical children included in the Illinois Plan for Exceptional Children. These provisions include:

Service to home and hospital cases

Service to orthopedically handicapped children attending school

Transportation service for children attending special classes and for children unable to walk to and from school to regular classes

Services to children with speech defects

Service for children with impaired hearing, the deaf and hard-of-hearing

Service to children with impaired vision, the partially seeing and blind

Service to the multiply handicapped (orthopedic-retarded) is proposed

Service to the mentally handicapped, the educable and trainable

Service to the gifted

Service to the child with a learning disability

Service to children who are socially and emotionally handicapped including school social work and special classes

Services of a prevocational coordinator and counselors

Psychological services

Head Start program

Financing of the Special Services Program

The special services program in the Champaign schools follows the Illinois Plan for Special Education of Exceptional Children. Illinois has special legislation dealing with the education of the major groups of atypical children. The Illinois Plan of Special Education encourages local school systems to set up classes and services for exceptional children by reimbursing the district $3,500 for each professional worker who works directly with exceptional children and for supervisors who meet the state requirements for approval. Reimbursement for school psychologists, teachers of pre-school deaf children, and an approved director of special education is at the rate of $5,000 per individual. There is also reimbursement provided for transportation of children to special classes and for children who are physically handicapped to the extent they are unable to walk to and from regular classes. Transportation is reimbursed on the basis of 4/5 of actual cost. A law passed in 1965 required provision for education of handicapped children in all school districts in Illinois by July 1, 1969.

The Goals of Special Services

The goals for an exceptional child are esentially the same as goals for any child. The means of achieving these goals, however, differ primarily in methods of instruction and in organization. Special education prescribes, in addition to regular procedures, those additional services needed by exceptional children to assist them in developing their potentialities.

The Relationship of the Director of Special Services and the Special Services Staff to Other School Personnel, Community Agencies, Parents, and Children

The department of special services has a director of special services who administers, coordinates, and supervises the special services program in the schools. The following outline attempts to clarify the relationship of the director of special education to school personnel, community agencies parents, and children. It also shows the relationship of special services personnel to regular school personnel.

Assistant Superintendent for Instruction

The assistant superintendent is interested in and responsible for the over-all functioning of the schools, especially in the area of instruction. The director of special services is responsible to the assistant superintendent. The assistant superintendent is responsible for the coordination of special services and regular education. The assistant superintendent and director of special services work very closely together on such matters as:

- Ways of improving the coordination of special services and regular education
- Curriculum development in special classes
- Inservice education programs
- Integration of handicapped children into the regular classes
- Evaluation of special services and making plans for the needed improvements or expansion of services
- Research in special education and research requiring joint efforts of special services personnel and regular personnel
- Workshops or conferences which will enable regular teachers to be better able to identify exceptional children and/or to refer or meet their needs in the regular classroom
- Writing of reports interpreting special services
- Working with parents and the community relative to special services for exceptional children

Assistant Superintendent for Business

The director works closely with the assistant superintendent for business on all fiscal matters including budget, transportation, and tuition for children from other districts.

Directors

The director of special services works with the other directors in the school in such matters as:

- Interpretation of the various areas of special education and procedures for referral of children
- Integration of exceptional children into regular classes
- Evaluation of special services

- Research requiring joint efforts
- Assisting regular teachers in identifying children in need of special class placement or service

Consultants

In the Champaign schools there are consultants in music, art, and physical education. The director has the responsibility of making known to the special services personnel the function of these specialists and enlisting the help of the consultants in working with these handicapped children.

The director may be of help to the consultants by interpreting the particular handicap and needs of the exceptional children with whom they may be working.

The Principals

The director recognizes that the principal is the chief administrator in his particular building. All personnel in special services, including the director, when working in that building, are responsible to that principal.

The principal may wish to consult with the director at any time in regard to problems involving special services personnel, children in special classes, children in need of special services or a special class placement, or parents of these children.

The director of special services serves the principal in the following ways:

- Interprets the services of special education to him and assists him in interpreting these services to his staff
- Consults with him in regard to changes and improvements in special education services in his building
- Clears with him on matters such as assignments of personnel to the particular building, transportation of children to a special class, requisitions for special equipment or materials, released time for attendance of special services personnel to professional meetings
- Interprets referral procedures to him. All referrals for special services are routed through the principal. Referrals for psychological services are sent to the director of special services by the principal. Referrals to the speech correctionists and social workers are routed through the principal directly to the special services staff member in the building

- Cooperatively arranges with him a time schedule for case conferences following a diagnostic study made by the psychologist. The principal is responsible for notifying those members of his staff he wishes to attend, the time and place of the staffing

- Assists him in carrying out the decisions arrived at in the case conference and confers with him regarding ways and means or implication. The director of special services is given the responsibility for referring cases to community clinics. Decisions for referral are usually made at the time of a case conference

The Regular Classroom Teacher

The classroom teacher is the key person in identifying and referring children who are in need of special education services. The regular classroom teacher may obtain services from the director of special services in the following ways:

- Consults with him in regard to children who may be in need of a special class placement or service. This may involve observing a child in a regular classroom, discussing the case with the child's physician or parents, and gathering any information pertinent to the understanding of the child's problems. Arrangements for this service is cleared with the principal

- Interprets areas of special education to him. A meeting is usually held in September orienting new teachers to the services of special education. This manual on special services is made available to school personnel

- Arranges for case conferences with regular and special personnel for the purpose of evaluating the progress of a handicapped child who is enrolled in the teacher's regular class or for determining the readiness of a child to be integrated into a regular class. The regular teacher is one of the key persons at such a staffing. She plays a vital role in planning the educational program for the handicapped child enrolled in her classroom.

- Establishes procedures which enable prompt and effective professional services requested of special services personnel

The Special Teacher and Other Special Services Staff

The special class teachers and other special services staff members expect the director to provide leadership in the planning and conducting of inservice education programs for special services personnel. This includes planning and conducting staff meetings, conducting workshops, arranging for the services of state consultants, arranging for visitations, encouraging attendance at professional meetings, suggesting professional readings, helping individuals plan their own long-range programs for professional growth and development, and encouraging personnel to engage in professional writing and research, and such other professional tasks as developing resource and teaching units.

All areas of special services elect their own chairman of inservice education. These meetings are held regularly once a month.

The special teachers are directly responsible to the principal while working in that building. They attend building meetings, serve on committees, and assume their share of the building responsibilities. They also meet with the director and supervisor in their specialized areas. The director assists the special services staff member in the following respects:

- Orients him to the school system and particularly to the special services program. This manual on special education services is given each staff member of special services
- Consult with him in the improvement of the curriculum
- Consults with him regarding problems of individual children and of parents of exceptional children
- Sets up case conferences for the purpose of sharing with the special teacher information concerning new children admitted to his class
- Works out problems of transportation
- Assists in determining what referrals should be made for additional service
- Plans an effective parent education program
- Sets up a system of record keeping
- Consults with and requisitions special equipment and material
- Sets up conferences involving the regular teachers, principal, and other school personnel for the purpose of planning ways of integrating the handicapped child in a regular class and in the school
- Obtains volunteer help and interprets the needs of special classes to organizations who wish to give financial assistance
- Makes recommendations through the appropriate channels for improving the special classrooms, moving classrooms to other locations, or designing new special classrooms.

The director works closely with the principal in regard to the above.

The speech correctionist obtains assistance from the director as does any special class teacher. In addition, he may ask for help in such matters as conducting the speech survey, preparing meaningful statistical reports for the assistant superintendent and superintendent, preparing reports for the State Department of Public Instruction, preparing reports for the principals and teachers, and planning of ways to contribute to the hearing screening.

The supervisor of the social workers is a specialist in the techniques of social casework and is the person designated to assist the social workers in the improvement of social work techniques. The same holds true in the cases of the supervisors of speech correctionists, learning handicapped, occupational explorations, Project Promise, impaired vision, impaired hearing, orthopedically handicapped and mentally handicapped in their areas of specialization. While the supervisors are not administrators, these staff members do make recommendations which may lead to administrative action. The supervisors work closely with the director on such matters as:

- Placement of personnel in buildings
- Screening candidates for filling of vacancies or for newly created positions in their specialized areas
- Setting up regular staff meeting with the staff and planning in-service training programs
- Interpreting the program to lay people and school personnel
- Maintaining an adequate system of record keeping
- Discussing with principals the service rendered in a school and working out a solution to problems
- Evaluating the effectiveness of personnel in a building

The social workers obtain supervision from the supervisor on the technical aspects of their work. The director works primarily with the supervisor of the social workers on problems pertaining to this service; however, it is important that the director has some direct contact with the workers in reference to the adequacy of the physical set-up and the materials for working with children, responsibilities assigned to a social worker at a case conference, and orientation of new social workers to the school system and especially to the special education services and programs.

The staff of psychologists has a supervisor of psychologists who supervises and gives consultative help to other psychologist. At times an intern is working under the supervisor of psychologists. The school psychologists have the responsibility for determining psychological eligibility of children referred for admittance to special classes. They also examine children referred by special services personnel such as a social worker or speech correctionist, and children who are manifesting problems but are not receiving special services. The psychologist may, however, recommend a special service following the diagnostic study. The psychologists work very closely with the director in all areas of special services throughout the school system. The director assists the supervisor of psychologists by helping him:

- Arrange case conferences
- Work with other school personnel to obtain social and health information necessary for the diagnostic study of a child
- Determine priority of cases referred
- Schedule testing, staffings, and other responsibilities related to research and other report writing

The director of special services works closely with the director of programs for the gifted on such matters as the following:

- Determining needs and future plans relative to programs for gifted children
- Identifying way of implementing the current programs for the gifted
- Interpreting the program to school personnel, parents, and the community
- Obtaining special services for particular gifted children
- Developing an adequate system of record keeping for this service
- Determining needed and feasible research in this area and making recommendations for improving the educational program for the gifted
- Discussing findings of recent research and trends that may have a bearing on the Champaign program
- Writing of material for publication describing aspects of the program for the gifted and the services of the director

The director works closely with the coordinator of prevocational education for the handicapped in the following ways:

- Assists him in planning ways and means of conducting surveys in the community pertinent to employment of the handicapped

- Helps him work out procedures in the school for giving maximum assistance to handicapped children enrolled in the schools and consultative services to regular and special teachers regarding the prevocational curriculum and services

- Determine the most effective ways of helping handicapped pupils bridge the gap between the school and full-time employment in the community. This entails developing policies and procedures relative to working with such agencies as Vocational Rehabilitation; with counselors in the school and community concerned with improving the prevocational curriculum and employment of the handicapped; and with school personnel who have responsibilities for the educational program and services; and with parents of the handicapped.

- Plans with him ways of working with school and community representatives to enable handicapped children to obtain in-school work experiences, part-time work experiences in the community, and ultimately full-time employment.

- Maintain an adequate system of record keeping

- Maintain an effective follow-up of handicapped youth after they leave school

State Special Education Personnel

The state special education personnel are responsible for determining whether the various programs in special education in local school systems are meeting the minimum standards required by law. They have a major responsibility for assisting local personnel in the improvement and further development of their special education programs. The director works with the state personnel and assumes the responsibility for:

- Completing preapproval forms which are routed through the local superintendent's office to the county superintendent, to the consultants of the Office of the Superintendent of Public Instruction, Department of Special Education

- Requesting visitation of consultants to discuss ways of improving programs and setting up plans for official visitations

- Submitting credentials for candidates for positions in special education to state consultants for approval

- Participating on committees and programs appointed or requested by the state director

Outside Agencies

The director of special services has the responsibility for providing leadership in coordinating services within the community that can serve exceptional children. The director must have a knowledge and understanding of the services available in the community, and must establish working relationships with community groups.

All school referrals to clinics are referred by the director of special services. Referrals outside the school are largely to the following clinics:

Mental Health Clinic

Psychological Clinic, University of Illinois

Champaign County Mental Health Clinic

Institute for Research on Exceptional Children, University of Illinois

Speech Clinic, University of Illinois

Adler Clinic, Department of Mental Health

Department of Children and Family Services

Referrals to social agencies are the responsibility of the social workers. All such referrals are made with the knowledge and approval of the supervisor of social workers and the principal.

Community Service Groups

Numerous service groups contribute both service and financial assistance to the various areas of special education. These service groups expect the director to interpret the special education program to their groups and to point out ways and means their organization can be of assistance to exceptional children.

Where groups provide teacher assistants, the director works closely with the special teacher and service group in orienting the volunteer teacher assistants to the program and in scheduling them in the classes.

The Child

Meeting the needs of the individual child who may profit from special services programs is the primary concern of special services. The director's responsibility to the child is:

- Setting up ways and means of identifying the child who may be in need of special services
- Arranging for systematic collection of data with reference to the individual child which will form the basis for diagnosis and the formulation of an educational plan for the child

- **Arranging for case conferences on individual children for the purpose of sharing information and making decisions in an effort to help the child make a better personal and school adjustment**

- **Providing the child with the special services indicated**

- **Arranging cooperatively with a principal or principals for the transfer of a child from a regular class to a special class and for transportation to the special class**

- **Making full use of community resources which may be of benefit to the child**

The Parents

Children receive special services and are placed in special classes only with the consent of the parents or guardians. Parents, guardians, and school personnel have a common interest in the educational growth and welfare of the child. The director accepts the following responsibilities in relation to parents and guardians:

- **Interpreting directly or arranging for other school personnel to interpret the needs of the child as revealed through careful analysis and diagnosis**

- **Informing parents of services available to exceptional children in the school system and community, and discussing admission or dismissal of a child from a special class**

- **Setting up procedures for reporting to parents on the progress of their child**

- **Encouraging parents of the various types of exceptional children to organize parent groups. Special services personnel are expected to serve as consultants to these groups.**

THE PHYSICALLY HANDICAPPED

Home and Hospital

Orthopedically Handicapped

Transportation to Regular Classes

Visually Impaired

Hearing Impaired

Provisions for the Physically Handicapped who are Unable to Attend School

Instruction is provided by the Champaign schools for children from grades one through twelve who are homebound or hospitalized. A fully qualified teacher is sent to the home or hospital. Some of the physical conditions requiring instruction in the home or hospital are poliomyelitis, cripplying conditions caused by accidents, cerebral palsy, muscular dystrophy, rheumatic fever, hepatitis, leggperthes, osteomyelitis, tuberculosis of the bone, pregnancy. Instruction is given to a homebound child only after a statement is obtained from the child's physician that he is physically unable to attend school but physically able to receive instruction in the home or hospital.

Size of Case Load

Five children is considered a full load for a home instructor. The number must be small because it is time consuming for the teacher to travel from one home to another. The teacher must also have ample time to confer with teachers and principals. Size of case loads is determined by the state and must be met in this area as well as other programs, to be eligible for state reimbursement.

Eligibility for the Service

A signed statement must be obtained from the attending physician stating that the child is physically unable to attend school but physically able to receive instruction in the home or hospital and will be out of school for 4 weeks or longer.

Instructions are obtained from the doctor regarding the most desirable time of day for instruction, conditions under which lessons should be given, and probable length of time the child will need instruction. The physician must indicate that the child will be unable to attend school for at least 4 weeks for him to be eligible for the service.

To be eligible to receive homebound instruction a child must be mentally capable of profiting from instruction. A mentally retarded homebound case is not eligible for this service. Group intelligence test results and the teacher's judgment are used primarily to evaluate a child's ability, however, in cases of doubt the child is referred to the psychologist.

A child from a parochial school must enroll in one of the public schools and pay book rental fees while he is obtaining home instruction.

Source of Referrals

Referrals for homebound instruction may be made to the director of special services by parents, principals, teachers, and doctors. In all cases the director confers with the principal of the building where the child has been enrolled in school.

Responsibilities of the School Where Child Has Been Enrolled

The principal takes the responsibility of seeing that the blank giving information relative to the child's intelligence, achievement, and social and emotional adjustment is completed and sent to the director's office.

The principal arranges for the home instructor to confer with the regular teacher so that the curriculum for the child will approximate that which he would have had were he able to attend school.

The physically handicapped child is kept on the roll of the regular class. An hour of home instruction is equivalent to one half day in school, according to the law.

Responsibilities of the Home

When possible the director or a social worker goes to the child's home or confers with the parent by telephone, interprets the program to the parents, and discusses how the home can cooperate.

It is the parents responsibility to provide a quiet private place for the child and teacher to work. This room must be equipped with a table and chairs and book shelves. A small blackboard and bulletin board are highly desirable.

The parent pays the book rental fee to the school the child normally attends and provides those supplies such as pencils, crayons, and scissors required by the teacher of the homebound child.

The parent is responsible for having the pupil ready at the designated time for instruction and seeing that time is allotted and conditions are favorable for the child to prepare his assignments.

Responsibilities of the Teacher of the Homebound

After the application is received and the medical blanks have been completed, the teacher of the homebound child holds conferences with the principal and the pupil's teacher/or teachers. She also confers with the parents. At this time information is shared. The teacher of the homebound together with the parents agree upon a time for instruction. Recommendations of the doctor are kept in mind in making such plans.

The special teacher sends regular monthly reports of the child's progress to the director, and a completed form of the time spent with the child during the month. The regular teacher and principal are kept informed regarding the child's progress.

Teaching Time

Pupils are given instruction for a minimum of one hour daily, five days a week following the regular school calendar unless instructions from the doctor indicates otherwise.

The executone or telephone system may be used with homebound pupils at the secondary level, however, this service does not take the place of homebound instruction. The pupil will receive instruction from the teacher of the homebound at least three hours weekly. Any plan, however, is made on an individual basis.

Eligibility of Child for Other School Services

The homebound child is eligible to receive other special services such as that of the nurse, speech correctionist, social worker, services of the psychologist. The teacher of the homebound child usually makes such referrals through the director of special services who works out such arrangements for services with the principal.

Termination of the Class

A written statement is obtained from the doctor indicating when the child is physically able to return to his regular class. It is explained to the parent before homebound instruction is started that the doctor is the one to make this decision. Until this information has been obtained from the doctor, the child remains in the program for the homebound unless other circumstances would indicate the service should be terminated such as failure of the child to profit by home instruction because of lack of effort, interest, or cooperation.

The teacher of the homebound child prepares a written report of the child's progress at the close of home instruction. This report is submitted to the director of special services who has copies made for the school and for the files in the special services office. In addition to a written report, case conferences are desirable. In most cases the special teacher will hold a conference with teachers and/or principals.

Completing the child's report card is the joint responsibility of the principal, regular classroom teacher, and special teacher. The extent of the responsibility of each must be determined on an individual basis. If the teacher of the homebound child has taught the child for the entire grading period, this teacher, of course, will be the one who has the major responsibility for the grading.

Special Needs of These Handicapped Children

These children usually need no special methods or techniques of instruction or special materials of instruction. In some cases room modification and special equipment are required so that instruction can be carried on with greater ease and efficiency.

The pupil's morale is usually kept at a higher level than it would be were instruction not given because he is able to keep up with his group even though he is unable to attend the regular class.

THE ORTHOPEDICALLY HANDICAPPED

Provisions for the Orthopedically Handicapped

Provisions are made for these handicapped pupils at the pre-school, elementary, and secondary levels.

Size of Class and Age of Admittance

Fifteen is considered a maximum enrollment for a resource room. Some of the considerations that must be taken into account in determining the number that should be enrolled in the program are as follows:

- The kind and severity of the handicap
- The different types of handicap in the same group
- The age and grade range of the pupils
- The size of the room
- The adequacy of equipment
- The supplementary help from supervisors and attendant
- The opportunity for treatment and care and the extent of integration with regular classes

The law states that children between the ages of three to twenty-one can be admitted to such a program. In Champaign, children are admitted from age four through the twelfth grade.

Identification of Pupils with Orthopedically Handicapping Conditions

Orthopedically handicapped children can usually be readily identified by the classroom teacher, principal, parent, doctor, nurse, or any person who has had contact with the child. Whether or not the child is orthopedically handicapped to the extent he needs to be in a special program must be determined after careful study on an individual basis. Some identifying characteristics of physically handicapped children are as follows:

- Poor coordination and motor control
- Appears awkward and/or limps
- Motions are shaky and jerky
- Bones, joints, and muscles are not able to function normally
- Complains of pain during or following physical exercise

Eligibility for the Program

Medical, school progress, social adjustment, and psychological data are carefully evaluated to determine if the child needs a modified school program. A child who is mentally handicapped is not considered to be eligible for this program but would likely be placed in the program for the mentally handicapped.

Children are admitted to this program from other school districts if they are found to be eligible and if the size of enrollment permits.

Procedure for Referral and Admittance to the Special Program

A referral for admittance of orthopedically handicapped children to the special program may be made to the director of special services or the supervisor of the program for the orthopedically handicapped by doctors, nurses, school personnel, agencies and clinics and by the parents. The supervisor obtains the necessary medical information, arranges for the child to be seen by a psychologist, arranges for a staffing of the case. At the staffing a decision is made regarding eligibility. A recommendation concerning admission is given to the director of special services.

Admittance of a child to the special program may involve transferring a child from one school to another in the Champaign district or from another school district. These details are worked out with the proper school administrators through the director of special services.

Organizational Plan

Handicapped students in orthopedic resource rooms are enrolled in the regular classes and go to the resource rooms for special help, rest and toileting needs. The special help to be given is determined on an individual basis. Some children will be able to spend larger blocks of time in the regular classes than others. These children can successfully engage in many activities with regular children, and for all-around development must be given these opportunities. Segregating these children in special classes is apt to make them feel more inadequate and less independent. Care must be taken, however, not to place children in the regular classroom during periods when they can not successfully engage in activities. A child can be physically present in a room without really being integrated.

Special Needs of These Handicapped Children

Some of these children may be educationally retarded because of prolonged absences due to their physical handicaps and need a special tutoring type of service in specific areas of the curriculum. Generally those children are given the same curriculum as these children who are the same chronological age and have the same mental capacity.

The responsibility of the special program involves more than providing academic instruction. The academic needs of these children may be met partially or totally in the regular classroom. Some of these children may need physical therapy, speech correction, personal counseling, physical education, and rest to supplement the academic program. It is important to solve or alleviate any problems which may impede student progress. For this reason frequent visual and auditory acuity checks are made. Screening is done by the occupational, physical and speech therapists. Children can be admitted to the occupational and physical therapy only after a prescription form has been filled out by a licensed medical examiner.

The special teacher also has the responsibility of referring the student for consideration of other needed services such as: school social worker, additional psychological evaluation and pre-vocational services.

The principal, special teacher, and other special personnel have a responsibility for interpreting the needs of the child to the regular teachers. A close working relationship must be maintained between the special and regular teacher so that the child is able to make optimal progress socially, emotionally, physically, and academically.

Meeting the special needs of the child is the responsibility of the special teacher. This includes not only meeting the physical needs by providing him with necessary equipment to do school work and help in taking care of his personal needs, but also supervision of his transportation to and from school and during the lunch hour. The children and the parents usually need a great deal of guidance and help in regard to acceptance of the handicap. The parents of these handicapped children usually need help in child rearing practices with handicapped children. Sometimes they overprotect the child and foster dependence which hinders his developing at the rate of which he is capable.

These children, especially when they reach the secondary level, need the services of the pre-vocational coordinator for the handicapped.

TRANSPORTATION TO REGULAR CLASSES

Provisions for Orthopedically Handicapped Children Enrolled Full Time in Regular Classes

Children who are physically unable to walk to and from school because of an orthopedic handicap may receive transportation to and from school if the attending physician completes medical blanks stating this need and gives medical reasons for the handicap.

Source of Referrals

Referrals for transportation may be made to the director of special services by parents, principals, teachers and doctors. In such cases the director confers with the principal of the building where the child is enrolled in a regular class or classes.

Children Served

Children from first grade through grade twelve are given this service if they are found to be eligible.

VISUALLY IMPAIRED

Programs for the blind and the partially seeing have been separate in Illinois up to this time. Now, however, many teachers are trained in both areas. This makes for greater flexibility and better utilization of staff. The educational needs of each visually handicapped student are carefully assessed and the program set up that seems to meet those needs most fully. A child who needs to read braille rather than print is assigned to the program for the blind where learning to read and to write braille is an important part of the curriculum.

Programs for the blind and the partially sighted are described separately here since the needs of the two groups of children differ in many ways. It is possible, however, that one resource room and one teacher may serve both blind and partially seeing students.

The Partially Seeing

Provisions for the Partially Seeing

Education is provided for partially seeing children from kindergarten through high school. Resource rooms are located at elementary, junior, and senior high schools. Children living within a fifty-mile radius are served by Champaign schools.

Size of Class

The law provides for classes to range in size from five to fourteen. The number allowed in each instance is determined by such factors as the severity of visual loss, the age and grade range of pupils, the range in mental ability and the presence of additional handicapping conditions.

Identification

Many partially seeing children are identified early in life by an eye specialist who may advise the parents that special educational arrangements will be necessary. Vision screening in the schools also identifies these students. Children with a minimal amount of vision may need to be observed carefully to determine whether they should be placed in the program for the partially seeing or the blind. In doubtful cases, the child is placed in the partially seeing for a trail period. He remains there until there is consensus of school personnel, parents, and doctor that he will need to read braille rather than print.

Other partially seeing children are identified by teachers who observe some of the following characteristics; the child

- appears to be awkward, stumbles over objects
- has difficulty seeing the board
- holds books close to the eyes

- has difficulty in playing games such as baseball which require good vision
- has obvious eye trouble--red, watery eyes, frequent styes, etc.
- has frequent headaches
- has difficulty learning to read
- is educationally retarded

Eligibility

Eligibility of any child for placement in the program is determined by a careful study of many factors. Legally children between the ages of three and twenty-one may be eligible for this program if

- their visual acuity is 20/70 or less in the better eye after the best possible correction, and they can use vision as the chief channel of learning
- in the opinion of the eye doctor they can benefit from the use of special facilities
- their educational development is such that they are capable of being educated in the regular school program as determined by an individual psychological examination before placement and every three years thereafter
- a current ocular report by an eye specialist indicating the degree of vision is on file with the state superintendent of schools. There must be an examination and a new report on a form supplied by the state each year that the child is in the program

Procedure for Referral and Admittance to the Program

Referral may be made to the director of special services by a teacher, principal, parent, nurse, or any other person who is working with the child. A study of the pertinent details is made by the supervisor of programs for the visually handicapped. If it appears that the child is eligible for the program, a case conference is held in which the principal, teachers, supervisor, psychologist, and other school personnel who have been involved with the child participate. If it is determined in this conference that placement in the program is desirable and the parents wish for the child to be enrolled, the supervisor works with the principals and teachers to arrange for the transfer.

Children are admitted from districts within a fifty-mile radius when transportation is feasible. The district in which the child lives is responsible for providing transportation and is required to pay the Champaign School District the cost of educating the child.

Organization

At the elementary level, children are enrolled in regular classes. The special teacher and the classroom teacher make a careful study of each child's needs; on the basis of this they determine what time he will spend in the regular classroom and what time he will be in the resource room. The two teachers work carefully together so that the special teacher can secure or prepare any materials needed in large print and arrange for the use of any special equipment that is needed. At the junior and senior high levels the teacher works with the counselor or the assistant principal to arrange each student's schedule so that he will have as much time as required in the resource room. At the secondary level the special teacher contacts each student's teachers as often as necessary in order to supply whatever special materials and help are needed.

Special Needs of These Children

Some partially seeing children need only special materials such as large print books, records, tape recordings, and special equipment such as desks with adjustable tops, magnifiers, large print typewriters, etc. Certain children with vision problems need the use of clinical methods and individual instruction, particularly in beginning reading and arithmetic. Others need some degree of individual tutoring to compensate for inability to see demonstrations and for a slow reading rate. Those with severe loss need training in orientation and mobility. Most need counseling in adapting to and accepting their visual limitations and in choosing a vocation.

Transportation

Transportation is provided for a partially seeing child from the school he would normally attend to the school where the program is located.

The Blind

Provisions for the Blind

Resource rooms serve blind children of pre-school age through twelfth grade. Children living within a fifty-mile radius are served by Champaign schools.

Size of Class and Age of Admittance

The law provides that the number of pupils served by one teacher should be between five and ten. Children can be admitted to the program between the ages of three and twenty-one.

Identification

Children who are blind are usually diagnosed as such by an eye specialist in early childhood. There are some borderline cases where careful study is needed to determine whether the child should be enrolled in the program for the partially seeing or the blind. Pre-school children who are borderline cases are enrolled in the pre-school program for the blind since there is no similar facility for the partially seeing. This gives school personnel an opportunity to work with these children and thus determine in which program they should be enrolled when they reach school age. In doubtful cases, they are begun in the program for the partially seeing.

Eligibility

Medical and psychological findings determine eligibility for the class. If the child has been declared blind by the eye specialist and has been found by the psychologist to be intellectually able to profit from the program, he may be declared eligible and enrolled.

Procedure for Referral and Admittance

Referral to the director of special services may be made by nurses, doctors, parents, or school personnel. The supervisor then secures medical and psychological reports. If these indicate that the child may be eligible, a case conference is held in which the principal, teachers, supervisor, psychologist, and any other school personnel who have been involved or who will be involved with the child participate. If it is determined at this conference that the child would profit from this program, he is admitted on a trial basis. The case is reviewed periodically. A long trial is often required since it is not always easy to distinguish the effects of sensory deprivation from a lack of intellectual capacity. The child remains in the program until school personnel and parents agree that he is unable to profit from attendance. The superintendent of schools or the person designated by him has ultimate responsibility.

Organizational Plan

A pre-school child usually begins by attending school for an hour a day; the length of time is gradually increased as the child matures. By kindergarten age he spends a half-day at school dividing his time between the kindergarten and the resource room.

Blind children of school age are enrolled in regular classes and go to the resource room for instruction in special skills for the blind and to secure braille materials and other special supplies and equipment. Each child's program is carefully planned on an individual basis by the classroom and resource room teacher working together.

Special Needs of These Children

Children who cannot use vision as their chief channel of learning must learn to use their other senses--hearing, feeling, smell, and taste--as effectively as possible. They must learn braille in order to read and write tactually; and they must be able to use a regular typewriter as well for communication with the sighted. They need a great deal of assistance in forming accurate concepts of their environment and of the world. Many experiences need to be provided--taking the children on field trips; bringing many things into the classroom; providing good models for things they cannot experience first-hand. They have a special need for expert training in orientation and mobility so that they may move about the world independently, effectively, gracefully; then they are able to seek out for themselves the experiences that cannot be brought to them.

Counseling by resource teacher and social worker is often needed by children, teachers, and parents in understanding the special problems of the blind; vocational guidance is essential in planning long-range educational programs.

Transportation

Transportation to and from school is provided for blind students who require it.

HEARING IMPAIRED

Provisions for the Children with Impaired Hearing

Educational services are provided for children with impaired hearing between the ages of three and twenty-one, whose hearing loss makes it impossible for them to progress satisfactorily in regular classes. Champaign serves as a center for this area and admits children from surrounding districts. Children are also accepted on a boarding-home placement plan for those who do not live within daily commuting distance and have no program in their area.

Size of Classes

The size of classes is determined by such factors as age range, achievement levels, intellectual range, social and emotional maturity. A class for pre-school deaf children (ages 3, 4, and 5) with a qualified nursery-kindergarten teacher should have a ratio of 1 teacher to 5 children, so an enrollment of 15 pre-shhool children requires 2 teachers of the deaf.

A class for deaf children of elementary age has an enrollment of 6 to 8 students, this number varying according to the homogeneity of the group. Also a number of deaf children have another handicap besides deafness which plays a big factor in determining placement and size of classes due to the increased individual attention needed by each child.

A class for the hard of hearing can have an enrollment of 10 to 12 students. These students are in regular classes and come to the resource teacher for special academic help and improvement of each student's communication skills.

At the junior and senior high level the size of classes is determined by the academic ability and achievement, development and use of residual hearing, and lip reading and speech ability of the students. Arrangements for all students to participate with hearing groups of students are planned. Each is assigned to classes in which he or she can make satisfactory progress. For some this is only P. E. and shop, home ec. or art, while others do all their academic work with hearing class groups.

Identifying Children who are Hard of Hearing

The hearing screening program conducted each fall in grades one, four, seven, and ten identify children who have slight, mild (and sometimes marked) hearing losses who have not been recognized as having a hearing loss. Children with more severe hearing losses are identified earlier because of the child's inability to communicate normally. A child may have a progressive hearing loss and his gradual inability to "hear" may not be recognized as a hearing loss, but rather as some other learning disability.

A child with a suspected hearing loss should be referred to the supervisor for hearing impaired or director of special services as soon as possible

by the teacher or principal.

Some of the behaviorial signs which might help a parent or a classroom teacher recognize a hearing loss in a child are:

- **Lack of attention to casual conversation**
- **Frequent requests to repeat what has been said**
- **Constant visual scanning of the speaker's face**
- **Frequent confusions as to what has been said**
- **Failure to respond when addressed**
- **Failure to give correct responses to questions**
- **Appears to lack interest in classroom discussions**
- **Is educationally retarded**
- **Tends to withdraw from group participation, especially class discussions**
- **Tendency to be withdrawn and appear to lack a desire to be involved in social activities**
- **Difficulty to hear or to produce certain speech sounds**
- **Voice either too low or too loud**
- **Difficulty in ascertaining from what direction a sound is coming**
- **Frequent earaches and complaints of other ear difficulties**

Eligibility of Students

Children between the ages of 3 and 21 whose hearing loss makes it "impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools in the school district in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program."

Prior to enrollment a parent should arrange for the following:

- **A physical examination which includes a vision and dental examination**
- **An otological examination**
- **An audiological evaluation from an approved hearing clinic including a recommendation for an individual hearing aid, with subsequent evaluations at the request of the teachers and/or audiologist**

- A psychological evaluation if there is a question of learning ability

Although it is desired that all the above are completed, a child may be enrolled on a tentative trial basis for a period of time while the above are being completed.

Admission to Special Classes

Referral to the director of special services for consideration of placement of a child in our special program may be made by any interested person: a teacher, a parent, a principal, a doctor, or any person who has reason to believe that this child may need special help.

Enrollment of each child into the program involves the consideration and cooperative planning of the director of special services, the supervisor of program for hearing impaired, teacher of the deaf or hard of hearing, and other professional personnel.

If the child is from another school district admission to the program involves working through a plan for tuition and transportation with the cooperating school district. If a boarding home placement is needed, the Department of Children and Family Services arranges this home with the parents.

Organization of Classes

Classes for the hearing impaired are located in various schools in the district. Each class is located in a building with children of comparable ages. Each school-age student's schedule and the class schedule is planned so each child has P. E. and lunch with children of his or her age. Each child is also scheduled into the hearing classroom for the academic subjects in which he can progress satisfactorily.

In the hard of hearing class and junior and senior high the students are enrolled in the regular classes and go to the special teacher in the resource room for special help with academic subjects, social problems, and the development and improvement of communication skills (language, lip reading, speech, and development of residual hearing). The students in junior and senior high who are not able to function with a hearing class group are taught their academic subjects by the teacher in the deaf in the resource room.

Special Needs of Hearing Impaired Children

The children in this program need much costly equipment. They not only must have and wear their own individual hearing aids (purchased by the parents) but also group auditory training equipment with high fidelity for developing each student's residual hearing. Other audio-visual equipment needed includes: overhead projectors, filmstrip projectors, movie projectors and screens, language masters, tape recorders, as well as all other equipment, books and supplies used in the regular classroom. This special audio-visual equipment enhances the constant teaching of lip reading,

reading, speech, and language to enable students to develop and improve their communication skills, as well as help present the academic subjects more visually and explicitly.

Transportation is provided for the pre-school and primary children in the local district who do not live within walking distance of the school. The parents assume the responsibility for getting older children to their regular elementary attendance center where they catch a bus to the school in which the class is located. No special transportation is provided at the secondary level. For non-resident students the school district in which the child resides is responsible for the transportation to and from the school the child has been assigned to attend.

Children eligible for the special program for the hearing impaired may also receive services from other special personnel such as: social workers, guidance counselors, psychologists. etc.

The pre-vocational counselors are of great service to students as they mature and are assigned to junior and senior high school. The students begin to receive vocational counseling at about 16 years of age. Some of the students are assigned to in-school work experience jobs for several years, and then half-day jobs in the community while attending school half-days at either junior or senior high school. Together with the pre-vocational counselors and counselors from Division of Vocational Rehabilitation a plan for further vocational training is discussed. The better academic students remain in school full time in both junior and senior high school, graduating from high school. They also receive vocational counseling to plan future training at a college or vocational training center. Financial aid for higher education or for vocational training is provided to hearing impaired students by the Division of Vocational Rehabilitiation (DVR).

Parent Participation

The progress of each child with impaired hearing is very dependent upon the cooperation of his or her parents. They are expected to confer often with the teachers so as to learn what special techniques they can use at home, and to be aware of the child's achievements. Parents are expected to especially emphasize the following:

- Encourage each child to wear his or her individual hearing aid at all times except when sleeping.

- Encourage the child to use residual hearing by following outlined procedures provided, and teacher's suggestions.

- Speak to the child so he is able to lip read. Include the child in family discussions, decisions, and everyday conversation.

- Require the child to orally communicate his wants, desires and opinions.

- Plan many meaningful experiences.

- Help child with "home work." Visit school and/or write frequent notes so parent knows what is and should be expected of the child.

Summer school is a vital part of a deaf child's educational experience. No "vacation" can be taken from a continuous development of the communication skills. This is an opportune time to plan field trips; if possible, the parents should be included so they see how the teachers integrate lip reading, speech, auditory training and reading in each activity.

"Parents of children with impaired hearing" have an active organization which meets the second Thursday each month during the school year. Very profitable programs have included movies from other schools of the deaf, speakers who are outstanding educators of the deaf, and panels and discussions by other deaf adults, and parents. They have made special efforts to include parents of very young deaf children (not yet enrolled in school).

The parent's group has sponsored summer school for the young deaf children for several years by raising money or getting contributions from civic groups and local organizations to pay the teachers's salaries.

THE MENTALLY HANDICAPPED

Educable

Trainable

EDUCABLE MENTALLY HANDICAPPED

Provisions for the Educable Mentally Handicapped

Provisions are made for the educable mentally handicapped in the schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course to obtain full-time employment or attend a trade school. Under the Illinois plan for special education, public schools can provide classes for educable mentally handicapped pupils from the ages of five to twenty-one.

Size of Classes

According to state standards ten is the minimum enrollment for a special class for the educable mentally handicapped and fifteen is the maximum enrollment. Minimum enrollment for primary level classes may be eight children under present standards. Pupils in classes for the educable mentally handicapped are grouped according to chronological age, not to exceed a span of more than four years.

Identification of the Educable Mentally Handicapped

Children who are mentally handicapped are characterized by some or all of the following:

- Usually obtain an intelligence quotient on a group intelligence test of 80 or below
- Show minimum readiness for academic learning at the first grade level
- Appear to be emotionally immature and socially inadequate
- Have a consistent pattern of academic failure, often repeating grades
- Seem to be unable to reason in the abstract and have difficulty solving problems
- Appear to require an extraordinary number of repetitions before learning is established
- Have difficulty generalizing and transferring learnings
- Find it difficult to verbally express themselves
- Have developmental patterns indicating retarded growth
- Have a short attention span

- Seem to be confused easily

- Are not able to work well independently

- Find it difficult to follow directions

Eligibility for Special Class Placement

A school psychologist must examine the child and declare him educable mentally handicapped before he can be eligible for placement in the special class. All children in these special classes are re-examined routinely every three years and more often if deemed necessary.

Procedure of Referral and Admittance to the Program

Referrals for psychological examination usually originate with the regular classroom teacher; however, any other person in the school, a community agency, or a parent may request a diagnostic study of the child. Such a referral is then made jointly with the classroom teacher, and the psychological referral blank is completed by the teacher, cleared with the principal and sent to the office of the director of special services.

The decision that the best placement for the child is in a special class is made at a case conference (staffing) following the psychological diagnosis. The principal, regular teacher, special teacher, supervisor of services for the mentally handicapped, psychologist, and other school personnel working with the child participate in the case conferences.

These classes serve only Champaign Unit School District residents.

Organizational Plan

Educable mentally handicapped children are enrolled in the special class and are integrated into regular classes on an individual basis. In the elementary school the integration is more limited than on the secondary level. Elementary educable mentally handicapped children have physical education with the regular program, participate in school programs, and generally are helped to be a part of the school.

At the junior high level some children are able to be integrated into such regular classes as shop, homemaking, art, and physical education. In addition, at the age of 16, they are eligible for the in-school pre-vocational work program. When these children reach the senior high level, integration practices are much the same as at the junior high level; however, some pupils participate with the pre-vocational community work experience program. These pupils may spend a half day in school and a half day on a job. The coordinator or pre-vocational education of the handicapped works closely with the special teachers and with the Vocational Rehabilitation counselor in helping these children obtain jobs in the community.

Special Needs of the Educable Mentally Handicapped Child

In a class for the educable mentally handicapped, children are grouped homogeniously thereby eliminating much of the competition and pressures that exist when the EMH child is placed in a group of children in the regular program. There are greater opportunities for the EMH child to develop a sense of personal worth and a feeling of confidence when expectations are geared to his abilities. It is important that he has a chance to experience many successes rather than a preponderance of failures. Success is unlikely when he has to compete with the student in the regular program, especially in the academic areas.

While the same principles of learning apply to the EMH as well as the average, teachers of the EMH must be even more conscious of the part these principles play in the learning process. EMH children do not learn incidentally as readily as the average child. Learning must not be left to chance. Each concept must be taught specifically and step by step. Much assistance must be given EMH children in transferring learnings since they do not generalize easily. They often fail to see relationships by themselves. Since these children learn slowly, they need much varied repetition or practice to acquire a skill.

These children are slow to profit from trial and error learning. They are prone to repeat errors over and over again. This means teachers of EMH children must give more guidance in preventing the child from making undesirable responses that will later have to be extinguished. It is necessary to reduce the extraneous stimuli when teaching some of these children because of their distractibility.

The EMH child finds it difficult to express himself adequately. Many opportunities need to be provided throughout the day to stimulate self-expression through language, music, and art media. Many of these children come from homes where their backgrounds of experience are limited. It is not enough to expose them to an experience. Care must be taken to see to it that they profit from the experience. Excursions are taken into the community to acquaint them with the world about them. They learn best through direct experiences where all the senses can be put into play. They learn best when concrete materials are used. It is difficult for them to do abstract thinking.

Clinical teaching seems to be necessary to help these children overcome specific deficiencies. It has been noted that there are more speech defects among mentally handicapped children than among average children. Emphasis on speech and language development and speech correction is necessary.

A discrepancy between the motor and verbal areas has been found in some children. For these children, help is needed to stimulate development in these areas of weakness. Some children need intensive help in grasping number concepts, developing visual and/or auditory perception, acquiring social skills, lengthening attention span, and following directions.

More intensive work has to be done with the parents of the EMH than is carried on with parents of the average child. Many of these parents need much help in child rearing practices. They need help in accepting the child's retardation and in setting standards commensurate with the abilities of the child.

These handicapped pupils particularly need the services of the pre-vocational coordinator. Working with teachers, other school personnel, pupils, and parents, he can provide the EMH child with meaningful work experiences in school, in the community on a part-time basis, and help them bridge the gap between the school and full-time employment by working closely with the office of Vocational Rehabilitation, other agencies, and employers in the community.

Elementary children who do not live within walking distance from the school are provided with transportation from their normal attendance center to the school where the appropriate level special class is housed. Transportation is not provided by the school district for pupils at the junior high and senior high levels.

TRAINABLE MENTALLY HANDICAPPED

Provisions for the Trainable Mentally Handicapped

Classes are provided for the trainable mentally handicapped between the ages of five and twenty-one.

Size of Classes

According to state standards five is the minimum enrollment for a special class for the trainable mentally handicapped and 10 is the maximum enrollment. Enrollment may be increased to fifteen when non-professional aids (matrons) are employed to assist teachers. The age range should be no greater than six years.

Identification of the Trainable Mentally Handicapped

A large percentage of trainable children have physical abnormalities characteristic of certain types of mental retardation such as mongolism, hydrocephalis, microcephalis, and cerebral palsy. The trainable child is usually mentally retarded because of an organic or structural problem and the retardation is gross enough to be rather obvious if the child is observed for even a short period of time. These children are markedly retarded in such areas as walking and talking. Many of these children can be diagnosed by the pediatrician shortly after birth.

The trainable mentally handicapped child is usually not enrolled in a regular class. If this should happen, the regular teacher immediately detects the child is atypical and refers him for an evaluation.

Eligibility for Special Class Placement

A school psychologist must examine the child and declare him intellectually eligible for placement in the class for the trainable. A medical report is also obtained from the child's pediatrician.

Procedure for Referral and Admittance to the Program

Referrals for the trainable class are usually made by the parents; however, in some cases clinics and pediatricians refer the case to the director of special services.

The director makes arrangements for the child to be examined by a psychologist. After the psychologist completes the diagnostic study, a case conference (staffing) is scheduled. The special teachers, supervisor of the area and principal participate in the case conference. A decision is made at the conference regarding eligibility and desirability of placement of the child in the special class for the trainable mentally handicapped. Placement in the class is made with the parents permission. All children are initially admitted on a one year trial basis.

Children from other school districts within a fifty mile radius of

Champaign are eligible for admittance to the trainable classes. The director obtains an agreement with the child's school district that they provide transportation and tuition cost for the education of the child in the Champaign trainable class.

Parents of all children pay the cost of books and insurance.

Organizational Plan

The classrooms for the trainable mentally handicapped are housed in one school building. No attempt is made in the public school setting to integrate these children into the regular program. It is felt that an attempt to integrate these children is not likely to be beneficial to the child. Their retardation is so severe that they cannot participate successfully with the average child of their own chronological age. Attempts to integrate would only frustrate the retarded. A twelve year old trainable child functions more like a five or six year old child of average intelligence, but the difference in physical size presents real problems in integrating children with such a wide chronological age range difference.

Special Needs of These Handicapped Children

Generally, trainable mentally handicapped children are not intellectually capable of learning academic subjects. Their training is focused on the following six general areas:

- Self Help Skills - This includes toileting, dressing and undressing, eating, and keeping clean which enables a trainable child to become more independent in the home.

- Social Skills - The trainable child is capable of learning social skills which will enable him to get along more amiably in the home, near-neighborhood, and/or sheltered workshop setting.

- Economic Efficiency Skills - Older children enrolled may participate for a portion of the school day in the local sheltered workshop. Generally this procedure is initiated one or two years prior to the child's completion of the school program. Several children become clients of the sheltered workshop following completion of the program. The part-time school, part-time sheltered workshop placement serves as a transition period. Not all children enrolled in the program are capable of being successful clients of the sheltered workshop. Children unable to profit from a sheltered workshop setting can learn some simple skills under the close supervision of a responsible adult which will enable them to be economically useful in the home or near neighborhood. They are not capable of earning a living.

- Language Development - Most trainable children need assistance in language development. They are frequently unable to communicate clearly or able to comprehend spoken language. In order for the child to communicate his needs and ideas, he will need special training to express himself and also to comprehend language. The building of language and concepts with these children will be basically in the area of concrete situations.

- Music - Music for the trainable child is not used primarily for its aesthetic values, but as a training medium. As most children respond to music, it becomes an enjoyable and effective tool for teaching speech, social and physical growth, and basic academic skills.
- Arts and Crafts - This area has the utmost importance to the trainable child in helping him to develop better motor coordination and visual perception. They have an aesthetic value in that the trainable child receives the same personal satisfaction from his artistic attempts as would any other child. Emphasis is on the process rather than the final product. Arts and Crafts instruction also serves a very definite use as training for possible workshop placement, or for activities that could be practiced in the home for personal satisfaction in later years.

Many of the TMH children are eventually institutionalized. This is often a real problem since state institutions for the mentally defective are overcrowded and have long waiting lists. In addition, the expense of placing a mentally retarded child in a private institution makes placement prohibitive for many parents.

Pre-vocational Services

Pre-vocational counselors of the handicapped consult with parents of the trainable child as to the probable capabilities of the child in any work setting. The pre-vocational counselors also serve as liaison persons between the school and the sheltered workshop and the local Vocational Rehabilitation counselor.

Working with Community Agencies

Close contact is maintained with the various community and state agencies interested in retarded children. The school social worker is the primary liaison person for contact with agencies. Cooperation includes exchange of records and information with state institutions and other school districts.

Close contact is maintained with Happy Day School, a day care center operated by the Champaign-Urbana Association for the Mentally Retarded. The center operates pre-school and post-school programs.

Referral of a given child to an agency from the school and the reverse practice is common.

SPEECH HANDICAPPED

SPEECH HANDICAPPED

Provisions for the Speech Handicapped

A ratio of one speech correctionist to every 1400 pupils enrolled in the schools is maintained. Approximately 15 percent of the school population need speech correction. Correctionists work with children from grades one through six. Above grade six most students in need of this service are referred to the University of Illinois Speech Clinic. Each speech correctionist gives service to from three to five schools. One-half day a week is set aside for the speech correctionists to work on records in their office, hold conferences with other personnel, make Home calls, and attend in-service training meetings. The supervisor of speech correctionists supervises this program.

Identification of Cases

The speech correction program begins each September with a survey to identify pupils with speech handicaps. Each speech correctionist is responsible for the survey in his buildings. Speech tests are given to all first grade children, pupils new to the system, teacher referrals, and children on retained, waiting, and recheck lists from the preceding year. The tests attempt to locate articulatory problems, stuttering, vocal problems, foreign dialects, and speech problems related to cerebral palsy, cleft palate, and hearing loss.

Procedure for Referral

The classroom teacher and other school personnel are instrumental in detecting speech problems which might have been missed in the survey. If they find such a pupil, they refer him for speech correction through the principal.

Case Load of a Correctionist

Correctionists in the Champaign schools carry a case load of between eighty and one hundred. Since all children needing speech correction cannot be accomodated at once, a waiting list is made. As cases are dismissed, children from the waiting list are added to the schedule. The recheck list is made up of names of children whose speech should be retested over a period of time even though the children are not attending speech class.

Size of Group

Some children receive individual attention from the correctionist and others work with the correctionist in a small group of two to four. Such factors as the type of speech handicap, the age and the ability of the child, and the case load of the correctionist determine whether the child receives help individually or in a group.

Frequency of Lessons

Generally speech correctionists schedule each pupil for two lessons a week. These lessons vary from fifteen to twenty minutes.

Schedule of Time

The speech correctionist and teacher, with the help of the principal, plan the most convenient time for a child to receive speech correction.

Reports

Reports are sent to the parents of each child enrolled in speech in the fall, at the end of the first semester, and at the close of the school year. A short progress report is also given to the parent by the classroom teacher at the parent-teacher conferences. Whenever possible the correctionist will be in the school building at the time of these conferences and is glad for the opportunity to talk to the parent about the report. These reports give the parents information about the child's speech problem, his progress, and give suggestions for home practice.

Principals are given statistical reports in October and February, and in June they receive a report giving the final recommendations for each child who received speech correction. Teachers receive the progress report at the end of the year. This final report is placed in the child's cumulative folder in order that future teachers may know of the child's previous speech work. These reports are a permanent part of the cumulative record.

A report of the speech correction activities is presented to the director at the close of each month, and an annual statistical report is sent to the State Department of Public Instruction at the end of each school year. The superintendent and assistant superintendent are provided with a statistical report three times during the school year.

Work with the Classroom Teacher

Speech correctionists gain a better understanding of a child and can be more helpful to the child and teacher if he spends some time visiting in the classroom. He also can learn much from the classroom teachers, especially as to how to handle a particular child. Likewise, the regular teacher can profit from observing a speech lesson with a child enrolled in his class. With some help from the speech correctionist the classroom teacher can carry out suggestions of the correctionist in the classroom situation.

The correctionist appreciates it if the classroom teacher will help the children remember when it is time to go to speech class. This will save the correctionist many needless steps and valuable time going after each child.

Special Needs of These Handicapped Children

Adequate communication is one of the basic requirements for good social relationships. The services of the speech correction teachers provide help to the child with speech differences so that he can be helped to attain clear and distinct speech patterns.

SCHOOL SOCIAL WORK

THE SCHOOL SOCIAL WORK PROGRAM

Staff

Champaign attempts to maintain a ratio of one social worker for every 750 children enrolled in the schools. Social workers are assigned one or two schools depending on the enrollment of each school and request for services. School social work in the Champaign public schools has provided field work opportunities for students placed there by the Jane Addams Graduate School of Social Work of the University of Illinois. In the past as many as five students have been assigned to a skilled staff member for supervisory purposes.

Identification of Children in Need of the Services of a School Social Worker

The social workers have a concern and interest in all school children but they have a special concern and responsibility for children who do not seem to adjust satisfactorily to the school setting and have difficulties which persist despite the efforts of the teachers and others to resolve them. These children are demonstrating their unhappiness through the behavior which they are exhibiting in the school. While the child with a major behavior disorder is a matter of great concern for the school social worker, he is still vitally interested in that youngster whose problem might be considered relatively superficial and whose improvement may be observed shortly following referral by the teacher. It is desirable that school social work caseloads be balanced between the severely maladjusted and chronic disordered on one end with an appropriate number of the brief service preventive type cases on the other.

The social workers provide a specialized case work service (group work is also available on a limited basis) for children who are showing their lack of adjustment in various ways and are unable to make the optimal use of the opportunities the school offers. Children show their maladjustment by various types of behavior and in varying degrees. If a child is in serious trouble, the social worker will attempt to give the needed help which he is qualified to give, but the preventive aspect of the program includes help to children whose symptoms are not so severe and whose undesirable behavior patterns are not firmly entrenched. This implies that early identification and referral is important. Some behavior problems and symptoms which suggest the child needs the help of a social worker are:

- Behavior and Personality Problems

  Fearfulness, timidity, daydreaming

  Withdrawal from classroom and playground

  Feigned illnesses - taking refuge in physical illness when life becomes too difficult

Difficulty in getting along with other children

Sullenness

Aggressive behavior such as bullying, quarreling and abuse of other children

Immature behavior

Attention seeking tendencies, showing off, demanding undue attention of the teacher and classmates

Inability to accept authority

Temper tantrums

Nervous mannerisms such as tics or nail biting

School failure without obvious cause

Persistent truancy and tardiness or non-attendance

Signs of parental neglect and abuse

Procedure for Referral

Teachers who see a child many hours five days a week are in a strategic position to identify children who need the help of social workers. Frequently beginning symptoms may be observed in early years. By a mutual recognition and collaboration of all school personnel concerned with the child and by working with parents as well as with the child, development of a full blown problem may be avoided.

Principals may be aware of difficulties through several years of contact with a family or through experience with older siblings. These elements known to the principal may constitute a reason for referral.

Other school personnel working directly or indirectly with a child may recommend that a child receive help from the social worker.

Parents frequently request that their child have the help of a social worker. The child, in some instances, may seek out a social worker when they have a need to discuss things that are troubling them. This is found to be particularly true at the secondary level.

Quite often social agencies or community organizations become aware, through work with families, of children who need additional help and request the social worker to look into the situation and possibly become active in giving the child service. These situations are frequently carried out on a cooperative basis with the agency.

When the social worker gets a referral from a source other than the teacher, he clears with the teacher and principal. A conference should be held with these two to determine the best course of action to be adopted relevant to school practices and policies. This would include a consideration for information sharing and joint planning.

Referrals from school personnel are made on referral forms that are provided by the social workers. A teacher may get the blank from the principal after he has discussed the need for referral with the principal. (See appendix for referral form.)

Referrals are a cooperative procedure and should be made after the teacher has discussed the situation with the social worker, principal, or other referring persons. Some cases, by mutual consent, are handled on a consultative basis in which the teacher and social worker work together, sharing information, knowledge and thinking on a specific child without the child or his parents being seen for interviews. Teachers and other school personnel may go directly to the social worker to discuss a child's problem without referring him. It is at this time the teacher and social worker often decide whether or not the child should be referred.

Whenever possible the principal or teacher should make a pre-referral contact with the parents to review with them the attempts which the school has made in an effort to resolve the child's problem, describe the services performed by the school social worker and to obtain the parent's approval for proceeding with referral.

Procedure of the Social Worker After Referral

There are certain steps taken after referral which are standard procedure in most cases. The sequence of these steps may vary and after these basic procedures the nature and uniqueness of each case will determine the appropriate service to be given.

Interview with the Child

The social worker sees the child and helps him understand his problems as it appears to the school and to himself, and begins work to help him overcome his difficulties. Plans for meeting at regular intervals, usually weekly, are made with the child at this time. The teacher and social worker will have arrived at a decision concerning the time the child is to be seen, taking into consideration, as much as possible, classroom schedules and the convenience of both the teacher and the social worker.

Interview with Parents

An interview with the parent may take place prior to seeing the child or as soon after the initial interview with the child as possible. Parents need to understand the services and how they can work together with the school to help the child.

Use of Community Resources

Whenever appropriate, community resources should be fully utilized. The social worker should be aware of agency functions, policies and procedures.

They must keep abreast of changes and new services offered and use these constructively and appropriately for situations that arise as work progresses with the child and the family. The use of agencies is conditioned by many facets of a case situation.

The monthly caseload of a social worker will probably range between twenty-five and thirty-five with approximately double that number seen over a school year. Variation in size of caseloads are due to the time requirements of some cases while other differences may reflect administrative needs.

Special Needs of These Handicapped Children

This special service attempts to help the child become more socially and emotionally adequate. Special case work may be given the child and/or the social worker may work with the parents regarding the problems of the child. At times the social worker gives consultative service to the teacher and does not work with the child or parents directly. The kind of help given depends on the individual child's problems.

SOCIALLY AND EMOTIONALLY MALADJUSTED

PROJECT PROMISE

Provisions for Culturally Deprived Gifted

Provisions are required for socially maladjusted elementary children who are identified with cultural deprivation, home situations which are not conducive to learning, peer rejection due to "giftedness," underachievement, and/or inadequate school opportunities within a regular classroom setting.

Children from environmental conditions at home or school which prohibit optimum cognitive development are handicapped in their efforts to achieve the objectives established and expected for the normal school population. Special provisions must be made in order to create a learning atmosphere where children with limited "school" learnings are not penalized for their inability to acquire abstract concepts when foundational concepts are too inadequate to assimilate and relate new learnings.

Classes are operated for first through sixth graders in this particular program in Champaign. Secondary pupils, who qualify for special services in the area of social and emotional maladjustment, are served in special classes through another program. Only children resident in the Champaign Unit 4 district are eligible for this program.

Size of Classes

The maximum class size for socially maladjusted pupils is twenty. The needs of individual pupils are such that small enrollments are a necessity if the teacher is to work with the children effectively. Less than the maximum number of pupils allows for even greater attention to the social and emotional development of students as well as their cognitive development.

Identification of Pupils

Pupils who may be considered for socially maladjusted classes are those who exhibit intellectual potential who are: perceived as culturally or economically deprived, unable to establish and maintain social relationships, from home where discord is evident, withdrawn or hyperactive, and unable to function appropriately in a regular class situation.

All kindergarten children in five schools where deprivation is prevalent are screened for these classes if any of the above characteristics are observed. Children may be identified by teachers or other school personnel.

Eligibility for the Program

Whether or not a child is placed in a class is determined in a case conference in which various factors pertaining to the child's school achievement, social adjustment, and emotional development are reported and reviewed by professional personnel.

Pupils who are in the top 20 percent of their school and grade in terms of intellectual potential, as measured by an individual psychological evaluation, and who are identified as deprived are considered for Project classes. In addition, pupils who are referred by teachers, principal, special services personnel, and as the result of staffings are considered for placement.

Procedure for Referral and Admittance

Referrals for Project classes may be made by teachers, principals, social workers, or other school personnel who have contact with the child. The referrals are submitted to the director of special services who initiates action for testing and staffing the child to determine eligibility.

The child is admitted to the program, provided space is available, upon the recommendation for placement as the result of the case conference. The director of special services and the program supervisor are responsible for determining the particular classroom placement. They also contact the principal, in the building where the child is to be placed, and arrange for transportation should it be necessary.

Organizational Plan

Special classes are provided for these children in two elementary buildings. There are five classes for six through twelve year olds in each building. Children from grades one through six are placed in rooms appropriate to their chronological age and when possible, their level of achievement.

The children follow a regular elementary school schedule. They receive services from art, music, and physical education specialists on a regularly scheduled basis. They participate in the recess and lunch room program with the total school population.

Teachers make regular parent contacts, however, the five teachers in one of the buildings make intensive home-school contacts in efforts to increase the opportunities for successful school adjustment of their pupils. The project was initiated as an experimental research program and the parent contact by one group is an independent variable which is under study.

Special Needs of These Children

Children from culturally deprived environments acquire a set of cultural values which are not congruent with those expected in the middle class oriented public schools. Therefore, the children need an honest acceptance and understanding of their values plus the opportunity to learn and acquire values which are consistent with school expectations. The overt expressions of hostility and aggression physically and verbally must be sublimated and more acceptable forms of handling feelings must be acquired.

The feelings of inadequacy, low self esteem, anti-intellectualism, and social outcastes must be dealt with in the classroom setting. Many opportunities must be provided for the children to develop pride in themselves, their school work, their relationship to others, and their role in society.

The number of children identified as gifted from deprived areas is limited and only a few such children may be enrolled in an entire school. Thus, it is necessary to group these children in order to provide an educational program which is challenging and will enrich their knowledge. Since this segment of the deprived school population is rejected by peer groups and other community members, it is also necessary to combat anti-intellectualism and instill pride in academic ability.

In many instances the level of expectation has been inferior to the child's potential and remediation may be necessary in one or more of the skill areas. Content subjects may need to be taught at a low level to assure a solid foundation of conceptual development, but depth and enrichment of subject matter are essential if these children are to function at their optiminual potential.

The fund of general knowledge is limited for deprived children. They need extensive field trips, concrete activities, and audio visual aids to effect a harmonious union of their learning style and their need to develop a well rounded experiential background.

The language barrier which exists between the culturally deprived child and the verbage associated with the schools is critical. Many activities to compensate for language deficits, are required. The pronunciation and enunciation of words, the misuse of verbs, the monosyllable responses, the inability to comprehend auditorily, and the resistance to a verbal or reading approach to learning are but a few of the problems associated with cultural deprivation and must be counteracted through the educational program.

Special equipment, supplementary text, reference and library books, and materials designed by the teacher and curriculum consultant are required in addition to the instructional materials provided through the regular educational program.

Transportation

All children who are enrolled in the program and live outside the elementary attendance area in which classes are conducted are transported from their home school to the project school and home again. Buses are scheduled for field trip use throughout the school year.

OCCUPATIONAL EXPLORATIONS PROGRAM

Provisions for Socially Maladjusted Junior and Senior High School Pupils

Pupils who are determined to be socially maladjusted and in need of specialized curriculum services may be enrolled in a program entitled Occupational Explorations. This program attempts to provide for the individual needs of each pupil when it has been determined that he can no longer make constructive use of his school experience and requires provision of a specialized nature. The program currently enrolls pupils as early as the seventh grade and is available to them through their graduation from high school. Only students resident in the Champaign Unit 4 district are eligible for this program.

Size of Classes

Under State provisions, maximum class size must be limited to twenty pupils.

Identification of the Socially Maladjusted

Pupils who are considered to be socially maladjusted within the school setting and who therefore are in need of special provisions may be characterized by the following:

Personal-Social

- Mistrust of other individuals
- Lack of significant adult figure to offer emotional support
- Primitive social values
- Turns to peer group for emotional support
- Feelings of isolation
- Striking back at perceived sources of frustration
- Feelings of being overcontrolled and not self-reliant
- Seeks ways of gratifying his need for affection and emotional warmth in an inadequate manner

Educational

- Educationally retarded
- History of declining grades
- Probable retention in one or more grades

- Growing pattern of tardiness and absences
- Lacks motivation to learn
- Is considered to be dropout prone

Eligible for the Occupational Explorations Program

Eligibility for enrollment to the program is determined by a case study of the individual pupil fully reviewed by professional staff in a case conference. Such professional staff include a qualified school psychologist, a social worker, teachers, pre-vocational counselors, guidance counselors, the school principal or vice principal and the program supervisor.

Procedure for Referral and Admittance to the Program

The referral procedure originates in the school in which the pupil is enrolled. Staff members refer a pupil for the program by completing a psychological referral form which is then routed through the building principal and on to the director of special services.

The office of special services processes the referral to determine what previous services the pupil has received and what additional diagnostic services are needed prior to the aforementioned case conference to determine eligibility for a particular program or service.

Admittance to the Occupational Explorations Program can be made at any time following determination of a pupil's eligibility. Responsibility for the actual placement of a pupil rests with the director of special services upon recommendation of the building principal and the program supervisor.

Organizational Plan

The Occupational Explorations Program is housed in each of the junior and senior high school buildings. Pupils participate in the program for varying amounts of time each day depending on their individual needs. The organization of the program differs at each school so as to be an integral part of the school in which it is housed. The pupils, in each case, are integrated into the mainstream of pupil activity within the school as much as possible.

Because of the nature of their handicapping condition, social maladjustment, and the predisposing characteristics of which this condition is composed, these pupils would probably become early school leavers if services other than those of an educational nature were not available to them. In addition to the reduced class size, specially trained teachers and the vocationally oriented curriculum of the Occupational Explorations Program, the pre-vocational education, social work and psychological services offer individualized services to pupils. These services are tremendously supportive of the overall program for the pupils in the program and provide the "in depth" dimension necessary to adequately deal with the problems of these youth.

Special Needs of the Socially Maladjusted

From a social and emotional standpoint the needs of socially maladjusted pupils in a classroom setting are best met by a highly structured approach in which the teacher is viewed by all as a consistent, fair-minded and interested adult who provides the emotional support and individual recognition for each of the pupils in the class. Evidence of their need for recognition and emotional support from significant adults is apparent when observing the manifestations of the maladaptive behavior of these pupils in the classroom. Such behavior is typically characterized by a large amount of inappropriate interaction between pupils, constant exploring of the limits of classroom and school rules, strong and inappropriate verbal and sometimes physical response to frustrating circumstances, lack of ability to delay gratification which prevents the establishment of long range goals.

Educationally speaking, the needs of pupils in Occupational Explorations are best described as a combination of remediation in the tool subjects (vertical movement) and practical application of those useable skills which they have or are able to acquire (horizontal movement). It is significant to point out that the deciding factor in determining the balance of vertical to horizontal emphasis for each pupil rests mostly on the degree to which the pupil is able to be motivated in either direction. The factor of motivation ties back into the pupil's perception of his abilities, needs, and desires and depends upon the teacher's ability to capitalize on his relationship with the pupil as well as on knowledge of the pupil's background, social and emotional problems, learning potential and possible vocational goals.

The teacher in the Occupational Explorations Program works jointly with other specialized personnel such as the school psychologist, school social worker and pre-vocational personnel who work with individual pupils and teachers. At any time a teacher needs assistance in dealing with the social, emotional or vocational needs of a particular pupil, he may call on a representative from one of these disciplines for advice on how to best satisfy the pupil's needs in the classroom or he may wish to refer the child for such other services outside the classroom as appear to be appropriate. Each of these services is described in more detail in their respective section of this manual.

PROGRAM FOR CHILDREN WITH LEARNING DISABILITIES

Provisions for Children With Learning Disabilities

School systems are faced with the problems of meeting the needs of children who do not fit into the long standing special programs for exceptional children. The provisions for many children with unique and severe learning problems can be met under the classification of maladjusted children in the special education program of the State of Illinois. Such children have serious educational maladjustment resulting from extreme discrepancy between ability and school achievement. Causes of such retardation may be associated with such factors and perceptual impairment, severe learning disorders, neurological impairment, etc.

Size of Caseload

Ten children receiving instruction for 30 to 35 minutes per day is a full load for the itinerant teacher.

Eligibility for the Service

In determining eligibility for this service, the following criteria must be observed:

> A severe retardation in school achievement is present. In determining the severity of such retardation the chronological age and grade placement of the child are considered as well as his potential for school achievement.
>
> The retardation may appear in the basic skills such as reading, writing, spelling, and arithmetic. It may also appear in the readiness areas such as perception, discrimination, and oral communication.

All data relating to a given child are collected and a case conference is held with personnel who have been working with the child or who can contribute to the understanding of the child and his problems. At this case conference it will be decided if the child is eligible for the services of the teacher in the learning disabilities program.

This service is available to children who are identified as having learning disabilities from the time they enter school in kindergarten through their years at junior high school. Only children living in the Champaign Community school district are eligible for the service in the program. Since there are not enough special teachers in the learning disabilities program to give service to all the children who could profit from it, younger elementary school children and those who exhibit the most severe disabilities are usually given priority.

Procedure for Referral and Admittance to the Program

A child who has severe learning problems is usually identified by his classroom teacher. She completes a referral for psychological evaluation and routes it through the principal to the director of special services. Clinics, community agencies, parents, and other school personnel may also refer a child. An examination is then made of the child which includes psychological, emotional, social evaluation as well as tests of academic achievement.

This examination is made by a school psychologist. His role is important in the diagnosis of the child's learning disability and in the educational planning for the child. He may also recognize the need for specific medical examination and recommend, perhaps, psychiatric and/or neurological diagnosis.

At the case conference not only is eligibility determined and educational planning suggested but recommendations are offered to the classroom teacher, the teacher in the learning disabilities program, to the social worker, and to the principal in the total school programming for this child. Further such case conferences may be held to evaluate the program planned for the child, to alter any such programming as the child and his problems change.

It is imperative that a social worker be in attendance at each case conference held for a child with learning disabilities. Often the social worker is already involved with the case. He may be working directly with the child and his parents around the problems of the child, or he may be working to get the parents to a clinic or agency; he may be giving consultative service to the classroom teacher. In any event, the social worker should be working on the case on whatever basis seems most appropriate.

Organizational Plan

Services to children with learning disabilities are offered on an itinerant basis. Children involved in regular classes who have been found to be eligible for this program are given the services of the special teacher who works with the child individually five days a week from 30 to 35 minutes. The special teacher goes to the building where the child is enrolled in the regular school program and instructs him at a regularly scheduled time in a clinic room. The schedule for instruction is arranged cooperatively with the classroom teacher, the special teacher, and the principal.

Reports

A full case study of each child receiving service in the learning disabilities program is made by the special teacher. This case study reviews pertinent data from the psychological examination and from the social worker's knowledge, the child and his family. This case study hypothesizes the causes and extent of the disability; it describes the areas of retardation; it delineates the program of remediation to be followed in the special lessons.

If the child needs this service for more than one year the case study is reviewed. A modified plan of remediation is outlined.

During the school year while the child is receiving service quarterly reports are prepared. These reports list in detail the specific methodology being used and the materials for implementation. Evaluations of the child's progress are made; assessment of the child's total adjustment to the school situation is made at the close of each quarter.

If the child is to be discontinued in the program, a final report is written indicating the degree of academic proficiency the child has achieved, the extent to which he can be expected to perform independent of the help of the special teacher is indicated; any areas of weakness which might handicap him at a later period in his school life are delineated; suggestions to help strengthen him in his regular classroom programming are made. A copy of this report is placed in his cumulative folder.

At the end of each school year a summary report is made for each child who has had service during the year. A copy of this report is given to the principal and is then placed in the child's cumulative folder.

These different reports on children serve to stimulate the special teachers in their day-to-day diagnostic remedial education with these children. They also form the basis from which the supervisor of the program learns about each individual child who receives the service. These reports plus visits by the supervisor with the child during his lesson time give the teacher and the supervisor concrete materials to use in further analysis and remedial planning.

Special Needs of Children with Learning Disabilities

These children's problems are so unique that it is difficult to generalize on their needs. Each child's disabilities must be considered individually. All of these children need to be provided with a teacher who has special training in diagnosis, remediation, and characteristics of the disabled learner. All of these children should be instructed in clinic rooms that can be so arranged or to meet the motivational needs and the developmental needs, as well as the academic needs they have. They must engage in learning experiences where they can realize success. These children have been confronted with failure so often that their self-confidence has been undermined. Some of these children have perceptual handicaps that make it impossible for them to learn by methods that are effective with normal children. Some of these children have problems of auditory discrimination hence are unable to learn in the regular classroom so long as the handicap persists. These children must be taught by special clinical methods.

Early identification of these children is of paramount importance. They can be spared the frustration and traumatic experiences of failure if they are identified early in their school life and are given the special help they so desperately need.

In checking through the cumulative records of children who are disabled learners it is found that often their school problems go back to their very first school experience. This does not reflect on the educational program of the school system. What is an excellent program of the great majority of school children has not met the needs of these relatively few children with unique learning problems.

These children need individual and intensive help for a period of time to enable them to acquire skills and make academic progress to the extent they can work in a group in a regular classroom. No classroom teacher has the time to concentrate on one child out of her room of thirty or more for a special lesson each day of the week. Furthermore the clinical methods and special resources needed by these children are not usually a part of the training program for regular classroom teachers.

PROGRAM FOR THE EMOTIONALLY DISTURBED

Provisions for the Emotionally Disturbed

There seems to be an increasing number of children in the public schools whose problems of adjustment to the school routine are so severe that they cannot profit from attendance in a regular classroom. There seems to be an increasing number of school children whose behavior is so non-conforming that their presence in a regular classroom prevents the establishment and maintainence of an effective educational environment for the rest of the children in that class. Hence school systems must find some means of helping these children solve their problems of adjustment and must arrange for some kind of educational program so that they may develop their academic skills so necessary to their total educational experience.

Special classes for severely disturbed children can be provided under the State of Illinois program for the maladjusted. Such classes in the Champaign Community Unit 4 Schools are referred to as adjustment classes.

Size of Classes

According to the standards of the State of Illinois, a class for children who are severely disturbed emotionally shall not exceed 8.

Eligibility for Adjustment Class Placement

Children must first receive a complete psychological examination from a school psychologist. Children must then have a psychiatric examination. Such an examination may be completed at a community agency, university clinic, or from a licensed psychiatrist in private practice. All children in the class have complete psychological re-examination each year.

Procedure of Referral and Admittance to the Program

The classroom teacher usually initiates a referral for psychological examination for a child whose behavior seems significantly different from that of his peers. Parents, other school personnel, personnel from community agencies might make such referrals for examinations. Referrals are cleared with the principal of the school where the child is enrolled.

A school psychologist will examine the child with particular attention directed to his personality development, his general adjustment to school, and his emotional problems. A social worker will make a visit to the home, will see the child and will prepare a case history.

Following the psychological examination and the preparation of the social worker's case history, a case conference is held. All personnel who are currently working with the child or who may contribute to a better understanding of the child participate in the conference. A decision is made at this time about referring the parents and the child for a psychiatric evaluation to determine if adjustment class placement would seem to be indicated.

If such a recommendation is made, the social worker then directs the parents to an agency where, after a series of interviews and examinations, a psychiatric evaluation is completed. The agency personnel then hold a conference with school personnel (the director of special services, supervisor of the adjustment class, supervisor of psychologists, supervisor of social workers, the social worker assigned to this child, the teacher of the adjustment class, the principal of the building where the adjustment class is located) to discuss their findings. The psychiatric evaluation will include a recommendation regarding adjustment class placement.

Due to the limited number of children who can be accommodated in an adjustment class, children usually remain on a waiting list for a period of time. The social worker continues her counseling work with the child and the parents; or the child and parents continue therapy with the agency that saw them during the period of psychiatric evaluation. Suggestions and help are offered to the regular classroom teacher in her ongoing work with the child.

Adjustment class placement is available only to children who reside in the Champaign Community Unit 4 School district.

Organizational Plan

The plan for classes for children who are severely disturbed emotionally outlined by the State of Illinois requires that the child be placed in the class before his tenth birthday. No child may remain in the class more than three years. The age span of the children enrolled in a single class cannot exceed four years.

The adjustment class is located in a regular elementary school in order that the children, whenever feasible, may be integrated into the regular school program. Such integration is on an individual basis. A child may have physical education with his regular peer group; another child may have art in a regular classroom; another child may have arithmetic or science in a regular classroom. As children begin to overcome some of their emotional problems they begin to attend regular classes as a part of their re-training and their preparation to return to regular school for the remainder of their public school education.

Special Needs of Severely Disturbed Children

Children who have problems of adjustment that have become so severe that they can no longer function in a regular classroom have a double burden in the school setting. They almost always face problems of significant academic retardation as they have been unable to attend to classroom learnings and have been unable to develop those skills that guarantee academic success. And secondly they have not learned those patterns of behavior and behavior control that make it possible for them to experience success in their peer relations nor in their contacts with adults in their environment. Thus, the adjustment class must be an environment where remedial education can be effected and where old behavior patterns can be extinguished and new ones can be developed.

Special techniques and specific methodologies are necessary for the development of academic skills with these children. They are taught individually. Each child receives the attention of his teacher for each lesson. He works independently in practice and application following his instruction. Careful attention is given these children in their behavioral responses. Situations leading to frustration and loss of control are avoided as much as possible. Reinforcing new patterns of behavior is of prime importance. The teacher uses many means of reinforcement and creates many motivations for the child to develop new behavioral patterns.

These children may frequently have handicaps other than that of emotional disturbance. They may have speech problems. In such instances, they receive therapy from the speech correctionist. They may have areas of disability that would affect their learning. Special programs are then used to help them over these handicaps.

These children have had few experiences with adults which have helped them learn to view themselves as worthwhile human beings. Their experiences frequently have not helped them understand the cause and effect relationships of interpersonal interactions. The teacher, therefore, must show great understanding of these children; she must be able to accept these children and she must have some goals for helping these children overcome their problems of maladjustment. She must also be able to structure a learning situation for these children where each one will be assured of successes as he involves himself in academic assignments. Learning experiences must be planned to insure the educational development of each child.

The complexity of this kind of teaching assignment is such that psychiatric consultative service is made available to the adjustment class teacher. She and the social workers who have the children and their parents in therapy meet regularly with the psychiatrist to discuss the behavior of the children, to examine possible means of helping these children, to review problems of the parents that still affect the child's school adjustment.

It is necessary that these children be identified very early not only for placement in the class before they reach their tenth birthday but also because the chances of the special class placement being effective with them are greater when they are younger. Children with severe emotional disturbance cannot experience success in their schooling. Continued failure will only aggravate their problems. Placing young children in an environment where both their problems of adjustment can be worked through and their academic development can be individually directed will do a great deal toward preventing situations from developing where long-term institutionalization would result.

Teachers of classes for emotionally disturbed children are highly trained specialists. They are certificated regular classroom teachers with special training in remedial education and special training for working with children whose behavior patterns are significantly deviant.

MULTIPLY HANDICAPPED

MULTIPLY HANDICAPPED

Provisions for the Multiply Handicapped

Plans are currently being made for a special class for orthopedically handicapped-mentally handicapped children. It is anticipated this class will be initiated in September, 1968, and children from a 50 mile radius will be served.

Other multiply handicapped children are presently served by the special area program consistent with their primary handicapping conditions.

PSYCHOLOGICAL SERVICES

PSYCHOLOGICAL SERVICES

Definition of Psychological Services

In accordance with the Illinois State Office of the Superintendent of Public Instruction, psychological services in Champaign schools mean "...the work done by persons trained as psychologists, using the professional skills necessary for diagnosis of children's difficulties, recommendation as to placements in programs of special education, acting as consultants to school personnel and parents as to children's adjustment and educational programs, and other work within the competence of the psychologist, within the scope of psychological work..."

Provisions for Psychological Services

Champaign attempts to maintain a ratio of one psychologist for every 1000 pupils enrolled in the schools. Psychologists are assigned to two or three schools, depending on the enrollment of each school and requests for services. All psychologists assist in the testing and screening of children for special projects regardless of school assignment. One psychologist supervises the program.

Functions of the Psychologist

A major function of the psychologist is that of making a complete psycho-educational diagnostic study of each child referred to him. Although the requirements will vary, most cases entail the assessment of intellectual ability, diagnosis of specific learning disabilities, evaluation of social-emotional adjustment, and evaluation of education achievement. A thorough study of the case history, medical reports and information contained in the cumulative records is an integral part of the evaluation. The psychologist is further responsible for the interpretation of the information obtained from the diagnostic study and for recommending ways and means of meeting the needs of the child. Recommendations are considered at a case conference and final decisions are made collectively by the persons involved in the case conference.

Another major function of the psychologist is that of consulting with and advising other school personnel regarding psychological remedial measures, curriculum development and modification, and other kinds of psycho-educational programming that might be needed by children studied. Often the psychologist assists in in-service training of teachers and other school personnel either directly through formal programs or indirectly by way of informal conferences. At times the psychologist is requested to interpret to parents the information gained from the diagnostic studies and to confer with community agencies concerning the problems and needs of children referred by the school.

Other functions of the psychologist include: participation in research by providing assistance in design and methodology, and collection, analysis and reporting of data; participation in professional organizations at the local, state, and national levels; and involvement in intra-district committee assignments.

Case Load of the Psychologist

The monthly case load of a psychologist will vary considerably. The number of individual psycho-educational evaluations a psychologist can complete in the period of a month is contingent on the severity of the cases and the information requested by the person (or persons) who referred the child. With some cases a diagnostic study involving the examination of the child, analysis of the data, staffing the case and writing a report may be completed in a full day. Many cases require a good deal more time in testing, securing information, and/or analyzing. The psychologist may spend as much or more time on a case follow-up over several days or weeks than was actually required to complete the initial evaluation. During the year, however, a psychologist might be expected to evaluate from 80 to 100 children, along with other activities.

Referral Procedure and Scheduling of Cases

Most requests for psychological services originate with the teacher, however, a social worker, speech correctionist, teacher of learning disabilities, principal, or other school personnel working with the child may initiate a referral. These referrals must be routed through the principal to the office of special services. The referrals are distributed to the supervisors in the area most directly concerned with the reason for referral. When this is not apparent, the referral goes directly to the director of special services. After the supervisor has given a priority rating, the referral is given to the director. The director may change the priority rating if it is felt that this is indicated.

The supervisor of psychologists will assign the case to the psychologist assigned to the school where the child is enrolled. In the event a child has had a recent psychological evaluation and is again referred for psychological services, the psychologist may call for a restaffing if, after a thorough review of the case, it is believed that no additional information could be gained from further testing.

Procedures for Case Conference

After the psychologist has completed the diagnostic study of the child, the director is informed that the case is ready to be staffed. The director and principal schedule a date for the staffing and inform all persons who are working with the child. The director or the supervisor of a specific area as designated by the psychologist presides at the case conference. All professional persons on the school staff who are working with the child or who will be working with the child or who have some responsibility for the child's education are included in the case conference. Each person shares with the group pertinent information about the child. The psychologist is the last participant to report and attempts to present as clear a picture as possible of the child's abilities and needs by incorporating the information from the psycho-educational evaluation with that gained during the staffing. Recommendations are made by participants, decisions are arrived at, and delineation of responsibilities are made. Pertinent information from the conference is recorded, especially the recommendations and decisions.

(See psychological referral blank, health history, and case conference forms in the appendix.)

PROGRAM FOR THE GIFTED

PROGRAM FOR THE GIFTED

General Provisions

The Champaign Unit 4 School district provides a continuing program of services to pupils and teachers in the area of the gifted. The district avails itself of the support available from the Department of Program Development for Gifted Children in the Office of the Superintendent of Public Instruction, State of Illinois. The Illinois plan consists of an overall effort to improve educational services for gifted or talented children with five major categories of assistance: reimbursement for services and materials; demonstration centers; experimental projects; field consultants at the state level; support for programs to increase the number of specially trained personnel and the intern program for further development of educational leadership. This has provided a basis for a program for the gifted in the school district which is comprehensive in availability to every school and providing various approaches to the education of gifted children.

The program for general reimbursement has been referred to in the district as "Project Upgrading" and is parallel to and interrelated with the other major provisions of the State effort in program development for gifted children. This has included: "Project Promise", an experimental project designed to carry out significant experimentation which will advance the knowledge about practical programs for gifted children, and dealing with culturally disadvantaged children of high potential; and "Project Creativity and Productive Thinking", a demonstration center having as a major purpose the provision of a convincing and accessible demonstration in an operating situation showing one approach to the education of gifted children--the incorporation of creativity and productive thinking into the curriculum for gifted children from grades 1-12. In addition, there is a directed effort to reach out to other school systems in this area to assist them toward awareness, acceptance, and implementation of planning for the gifted.

Curriculum

The curriculum content per se has not been changed except in a scope with consequential changes that come as a result of the inclusion of a methodology that taps creativity and productive thinking. The methods and techniques commonly used in a traditional classroom are of a cognitive-memory type, which is a lower type of thinking and does not encourage the ability to think.

The Champaign program for the gifted fosters creativity in a permissive environment which nurtures the kind of thinking that asks an individual to rearrange past experiences and learnings into new patterns. The kind of methodology used by the teachers promotes divergent and convergent thinking. The former encourages individuals to be more fluent and flexible in their thinking so that they are able to produce more ideas, see new relationships and find more solutions to problem situations. The latter leads an individual into the kind of mental reorganization that produces the one best solution.

In order for unit work and independent study to be implemented in the separate classrooms, a resource library of books, audio-visual aids, and other materials have been added to the materials program. Source materials are constantly being added as new materials become available. The general reimbursement for services, materials, and training serves to broaden the special class programs for gifted children as posited in the demonstration project, extend the scope of services to provide for gifted children identified, but not included in the demonstration classes, and for spill-over of methodology to other classes, pupils, and teachers throughout the system. Referrals of gifted children are made throughout the district for psycho-educational evaluation and planning of appropriate curricular adaptations such as intra- or extra- grade acceleration. The special classes are conducted in grades one through twelve, and incorporate methodology and activities to foster the development of creativity and productive thinking in the four subject areas: mathematics, English language arts, science, and social studies.

In-Service Training

The provision of in-service training is a major part of the program for the gifted, and serves to upgrade the entire school system. This is a continuing process since new and increased personnel present a constant need for this phase of the program. The district is in an advantageous position to encourage its teachers to seek additional coursework, both in the areas of the gifted as well as in specific subject area fields. For example, during the summer of 1965, fifteen teachers and administrators from the Champaign district were enrolled in the eight-week institute on the gifted, conducted in the district for university credit. This was planned in cooperation with the University of Illinois and supported by State funds as well as Title III federal funds under the Elementary and Secondary Education Act. The institute dealt with the study of language arts and social studies as these content areas relate to the gifted, creative, and underachieving children. The emphasis was on improving instructional methodology through the implementation of the Guilford Model and the use of such techniques as the Flander's Interaction Analysis and the use of video-taping equipment in the classroom. The institute was staffed by Unit 4 personnel under the director of the program for the gifted.

During the school year there have been both grade level teacher discussion sessions at the elementary level and subject area meetings at the secondary level. The Great Books Training Program is also included in the district as another facet of in-service training. In-service training also includes the continuance of intra-district visits by teachers and other personnel to demonstration classes, as well as visits to the programs of other districts.

Personnel

To carry out the various phases of the program for the gifted, the following personnel comprise the staff:

- One director of the program and of the demonstration center.

- One supervisor and coordinator of the general reimbursement program.

- Four subject area consultants in the subject areas: mathematics, English, language arts, science, and social studies. These consultants work one-half time with the program for the gifted, and one-half time as general consultants, grades K-12 in the total school system.

- Interns as available.

The above personnel are especially trained in content coursework and courses for the teaching of the highly academically talented individual. Instruction is implemented further through the support of the administrative staff. This assistance is available in all of the schools. Gifted children and children of high potential have been identified in all of the schools in the district and in every socio-economic area of the community.

Additional services made available in the district include those of psychologists, counselors, social workers, and speech therapists. These ancillary services have been particularly helpful in working with and planning for individual pupils in terms of placement, learning potential, personality adjustment, and learning problems. The personnel are fully qualified and certificated through the office of the State Superintendent of Public Instruction under the regulations for each area. A number of these specialists have also taken coursework in the area of the gifted as well as having participated in other phases of in-service training. Other consultative assistance has been and will continue to be utilized.

The district participates in the Illinois Plan for Educational Leadership Development (IPELD), a part of the Title III regional Institute program which provides for the support of ten to fourteen interns working in local district demonstration centers and/or other phases of the ongoing state program development for gifted. The intern position is supported by a stipend for either full-time for one semester, or one-half time for a school year.

Supervisory and Consultative Responsibilities

- Assist teachers in the identification and grouping of gifted or talented pupils and in individualizing and differentiating their instruction.

- Work with the planning and conduct of in-service programs in the district--to include individual, small group, and overall program participation, as well as university coursework and independent study.

- Participation in the process of implementation of the State plan for diffusion of information in the area of the gifted and talented to other school districts in the state and particularly in the east central area. This involved the participation or assistance in the in-service training in other districts and orientation and follow-up regarding visits to the Unit 4 demonstration center.

- Observation in classes and feedback to the teacher for his use in self-assessment and the improvement of instruction. This would include the utilization of such techniques as the Guilford Model of the intellect and the Flander's Interaction Analysis.
- Conferences to assist and support teachers in the planning and conduct of demonstration classes and lesson plans (objectives, techniques, materials, etc.) demonstrating the teaching techniques where appropriate, and helping them gain skill in evaluating the creative responses of pupils.
- Participate in case studies and conference regarding individual pupils or groups of pupils.
- Assist in the interpretation of information and developments in the area of the gifted and the district program to school staff, administration, and the community using the various available communication media.
- Encourage and contribute to research on the gifted, supervision of programs, teaching methodology, taxonomy, in-service training and other developing areas.
- Participation in professional educational and scientific programs and activities to strengthen and support the advancement of improvement in educational provisions for all pupils.
- Keep teachers informed as to new and appropriate materials for meeting the needs of groups and individual gifted children.
- Help teachers interpret and put to use the findings from group maturity and achievement tests.
- Encourage teachers to write meaningful materials suitable for the particular needs in their respective classrooms.

PREVOCATIONAL EDUCATION

PREVOCATIONAL EDUCATION

Goals of the Prevocational Department

The prevocational department is an ancillary service provided to pupils of the Champaign schools who are vocationally handicapped. The express goal of the prevocational program is to provide services which will enable all vocationally handicapped pupils to obtain a knowledge of the world of work, develop good worker traits, and to bridge the gap from school to employment in the community.

Provisions for Prevocational Services

To implement the goals of the prevocational program, specially trained counselors are employed to work with vocationally handicapped pupils on an individual basis. Individual case work services are initiated at the junior high school level and continue through senior high school. An attempt is made to maintain a ratio of 75 vocationally handicapped pupils to one counselor. Because of pupil population in specific schools and programs, the actual case load of each counselor varies from this recommended ratio.

Eligibility for Prevocational Services

Any pupil who has attained the age of 15 and has a handicap which will substantially interfere with his ability to obtain employment on a competitive basis is eligible for prevocational services. A substantial vocational handicap may result from a variety of causes including mental retardation, visual, hearing, or orthopedic handicap, or social maladjustment. Final determination of eligibility is made by the prevocational coordinator after all educational, psychological, social work, and medical records are evaluated.

Referral for Prevocational Services

A pupil who has a vocational handicap may be referred to the prevocational department by any special or regular teacher, educational counselor, administrator, or parent, or the pupil may make a self referral. The referral may utilize a form provided in each junior and senior high school for this purpose or may be made personally. (See appendix)

Services Provided by the Prevocational Department

After a pupil's vocational handicap has been documented by the results of psychological testing and/or medical examination, individual prevocational counseling is initiated. The prevocational counselor determines the vocational capabilities of the pupil through an intensive study of records found in the pupil's cumulative folder, an investigation of his work history and the results of vocational aptitude, interest, and performance tests which may be administered.

Considerable time is spent on an individual basis with the pupil to enable the prevocational counselor to assist the pupil in the development of a meaningful vocational plan. For some youth, whose worker

traits are undeveloped, placement in a work experience laboratory under the close supervision of a prevocational educator may be warranted. Here the youth is able to work productively in a semi-sheltered environment conducive to the acquisition of good worker traits. When the pupil has acquired basic skills he is eligible to proceed to the next phase of the work experience program.

The second phase of the work experience program builds on the skills the pupil has acquired in the work experience laboratory. The pupil still maintains his close contact with the prevocational counselor but is now placed on a job away from his attendance center but still within the school system. The pupil is able to widen his horizons by working for a person previously unknown to him in a setting new to him. The prevocational counselor maintains his on-the-job follow-ups and also sees the pupil at his attendance center. The employer provides the prevocational counselor with a monthly evaluation of the pupil's progress.

Inherent in the total program is the involvement of the pupil's parents in every aspect of the program. The parent is expected to become intimately involved in the development of and the progression toward a vocational objective.

The third phase of the work experience program further widens the pupil's vocational horizon and develops his work traits through a part-time job in the community. Here the pupil must compete in the world of work and become intimately aware of the responsibilities and requirements of a good employee. Information is gained relative to his tentative vocational goal which enables him to make a more valid evaluation of his choice.

During the pupil's last year in school he has the opportunity to finalize his vocational plans. Through the cooperation of the Illinois Division of Vocational Rehabilitation each pupil has the opportunity to further his vocational competency by attending a trade school or college, depending on his interests and abilities. Some pupils desire an immediate full-time job and are assisted in securing a job commensurate with his abilities.

The intent of the program, to enhance the vocational potential of vocationally handicapped youth, is consumated through an organized program of services in the secondary program of the Champaign schools, with the cooperation of the Illinois Division of Vocational Rehabilitation.

HEAD START PROGRAM

HEAD START PROGRAM

Provisions for Culturally Deprived Pre-School Children

Children from economically deprived homes receive special provisions through an 8-week summer program. The program is outlined and partially supported through the Office of Economic Opportunity. Children who are economically deprived are also perceived educationally, socially, and culturally deprived in their efforts to derive satisfaction from their educational experiences. Therefore, this program is designed to give these children an opportunity to attend school for two months to get a Head Start on the tasks which will be required of them upon their entrance to the regular school program.

Twelve classes in three locations are conducted for approximately 180 pupils from geographical areas determined to be "poverty pockets". The classes consist primarily of 4 or 5 year olds who have had no school experiences. Kindergarten pupils from the areas designated, who are referred by their teachers as needing an additional summer experience, are included in the program provided space is available. Pupils are grouped by age and school experience to the extent possible.

Size of Classes

The maximum enrollment is 15 per class. The small class size, plus the employment of an assistant teacher and a volunteer teacher, make it possible to provide small group and individualized instruction.

Identification of Pupils

Pupils are identified through a variety of sources and agencies. Lists of eligible pupils are requested from the Office for Aid to Dependent Children, the Public Health Clinic, Family Service, and Department of Children and Family Service. School principals submit lists of children who have been registered for kindergarten in the fall and kindergarten teachers recommend their pupils. Previous Head Start records are screened to locate eligible siblings.

Parental consent is elicited through correspondence. Frequently social work or other Head Start personnel need to make personal contacts to interpret the program and request parental consent to enroll their child.

Eligibility for the Program

The criteria used to determine eligibility are: (1) that the children be economically deprived as determined by a scale issued by the Office of Economic Opportunity, (2) that the children reside in the geographical areas designated as economically depressed on the basis of the number of ADC recipients, the rate of unemployed persons, and the housing area and conditions, (3) that they be 5 years old prior to December 1, thus, be eligible to enter school in the fall, and (4) that the parents give their consent for the children to participate in the program.

Kindergarten children must meet the above criteria and be recommended by their teacher, the building principal or other school personnel.

Procedure for Referral and Admittance

Referrals for Head Start classes may be made by school personnel, community agencies, individuals, parents, and social organizations. Referrals are submitted to the director of special services and routed to the Head Start director who checks the child's eligibility for the program, provides for an interpretation of the program, and requests parental consent.

The child is admitted to the program provided space is available in his home school or if transportation to an adjacent center can be provided. Class placement is determined by the project director.

Organizational Plan

Three school buildings located within the Head Start target area are used to house project classes. Many of the children served will enroll in these attendance centers in the fall. Children from two other school districts within the target area are bused to one of the three Head Start centers.

There are 3 to 5 classes of children in each of the buildings. The classes are conducted in kindergarten and primary classrooms which are vacated during the summer months.

There is a head teacher and 2 assistant teachers assigned to each class of 15 children. Social workers, psychologists, and speech correctionists work with the teachers. Secretaries (volunteer), cooks, bus drivers, and custodians are also associated with the program.

Special Needs of These Children

Children who qualify for Head Start classes are those whose language and experiential backgrounds are limited to such a degree that their chances for success in the regular program are greatly hampered.

Numerous opportunities to learn new words and incorporate these into the listening and speaking vocabularies are needed. Concrete experiences with objects, games, and real materials plus a variety a field trips are required to extend the fund of information and to giving meaning to the world in which the children find themselves. Discussions, show and tell and other activities which elicit verbalization by the children is necessary to enhance oral expression skills.

Head Start pupils also need to develop social skills which are expected in the school setting and are necessary for wholesome relationships with others. The need to establish a positive self concept through successful experiences to develop pride in the self also exists.

Deprived children require special attention in the area of physical development. Medical and dental examinations plus recommended follow-up services are provided. Speech, vision, and hearing examinations and specialized care are also provided.

Objectives pertaining to self care are included in the Head Start program. Brushing of teeth, washing, and dressing are some of the activities included.

Nutritional needs exist and snacks and hot lunches are provided to compensate for inadequate food provisions.

The progress of the children is dependent upon the understanding and interest of their parents. Thus, the program includes an intensive effort to involve parents in classroom activities and weekly meetings.

Transportation

Pupils who live in school districts where no Head Start center is in operation are transported to a center in a nearby school. Pupils who do not reside within walking distance of their school are transported by bus.

VISION AND HEARING SCREENING

VISION AND HEARING SCREENING

The supervisor of speech correctionists is responsible for the hearing screening program. He is referred to as the coordinator of the hearing screening program as well as the supervisor of speech correctionists. The supervisor of impaired vision is responsible for the vision screening program. The following gives pertinent information regarding the operation of this special education service.

Hearing Screening

- Children Screened Yearly

  All children enrolled in the first, fourth, seventh and tenth grades receive individual hearing tests. Children who are new to the Champaign schools, children referred by the principal, teacher or parent, and children who are on the retest list are also tested.

- Equipment Used

  Pure tone audiometers are used to conduct the individual hearing tests.

- Personnel Involved in Screening

  Members of the Unit 4 special education staff and/or community representatives trained in the use of the audiometer and autiometric procedures administer the hearing tests.

- Supervision of Screening Program

  The screening program is supervised by the supervisor of speech correctionists and coordinator of the hearing screening program.

- Referral Procedure

  The standard adopted by the committee on hearing conservation of the academy of ophthalmology and otolaryngology (re: medically significant hearing loss) is employed as the standard used for medical referral from the hearing screening. This standard is as follows: a loss of 20 db at two or more frequencies in either ear or a loss of 30 db at one or more frequencies in either ear should be considered medically significant.

- Follow-up

  The parent of the child referred for a medical follow-up as a result of the hearing screening receives a letter recommending a medical examination. Included in the letter is a copy of the child's individual audiogram, a medical form to be completed by the examining doctor and a stamped envelope for the return of the information. After a reasonable time interval has passed from the time of referral, the parent who has not followed through on the recommendation is contacted by telephone. At this time attempts are made to further explain the reason for referral and the advisability of a medical follow-up. If after an additional reasonable time interval has passed the parent has not yet followed through with the initial recommendation, a home call is made.

When the forms are received from the doctor they are reviewed by the supervisor of speech and hearing and educational recommendations pertinent to the individual child are forwarded to the school. A form is completed for the guidance of the classroom teacher. The supervisor is available for any further consultation the teacher feels is necessary and will attend staffings in the schools on the children who have indicated hearing losses on the screening and medical tests.

Spring retests are administered to determine the amount of hearing improvement, if any, which has taken place during the year. Copies of the fall test and spring check are then forwarded to the examining doctors for their guidance. Additional educational recommendations are made at this time when such are indicated.

Vision Screening

- Children Screened Yearly

All children enrolled in the first, fourth, seventh, and tenth grades receive individual vision tests. Children who are new to the Champaign schools, children referred by the principal, teacher or parent, and children who are on the retest list are also tested. Children who wear glasses or are under a doctors care for their eyes are not tested.

- Equipment Used

Testing devices based on the Massachusetts Vision Test are used for the screening. The Titmus Vision Screener has been approved by the school health council, the administrator of the schools, and the medical advisory board. This machine is one of the machines recommended for school screening by the National and the Illinois Societies for the Prevention of Blindness.

- Personnel Involved in Screening

Community volunteers are selected and instructed in the use of the testing device. When the volunteers have exhibited adequate competency in the testing procedure they are included in the vision screening program.

- Supervision of Screening Program

The vision screening program is supervised by the supervisor of the program for visually impaired and vision screening program.

- Referral Procedure

The standard prescribed by the manufacturer and in accordance with the medical advisory board is used in referrals on muscle balance tests and tests for farsightedness. Any child unable to identify four of the six figures indicating 20/30 vision will also be referred for a further eye examination by the eye doctor of his choice. The Snellen E is incorporated in the acuity test.

- Follow-up

The parent of the child referred for an eye examination as a result of the vision screening receives a letter recommending that he contact the eye doctor of their choice. Forms to be completed by the doctor are included as well as a self-addressed envelope. The doctor is requested to complete the forms and return such to the office of special education.

After a reasonable time interval has passed from the time of referral, the parent who has not followed through on the recommendation is contacted by phone. At this time attempts are made to further explain the reason for referral and the advisability of a more thorough eye examination. If after an additional reasonable time interval has passed the parent has not yet followed through with the initial recommendation, a home contact is made. A month is considered a reasonable time interval.

When the forms are received from the doctor they are reviewed by the supervisor of the screening program and educational recommendations pertinent to the individual child are forwarded to the school. A form is completed for the guidance of the classroom teacher. The supervisor is available for any further consultation the teacher feels is necessary and attends staffings in the schools on the children who have indicated a visual difficulty. Essentially the same procedures are followed for children wearing glasses or known to be under doctors care for their eyes.

In both the hearing and vision follow-up the children who live outside the limits of the City of Champaign are contacted in the follow-up by the county nurses. Reports are forwarded to them to facilitate the follow-up of such cases. Information pertinent to the individual child is in turn sent to the Champaign schools by the county nurses.

RESEARCH PROGRAMS

RESEARCH PROGRAMS

The special services staff has conducted many research projects in the Champaign schools. Various projects have led to new special services programs and modifications to existing programs.

Projects conducted in the district outside of the special services department often require consultative help of the various special services personnel.

Funds to conduct various research projects have been obtained from district sources and many outside agencies. Reports on projects are made available to interested persons for a nominal charge to cover the cost of preparation and mailing.

APPENDIX

CHAMPAIGN COMMUNITY UNIT SCHOOLS

SPECIAL EDUCATION

Referral for Psychological Service

Name ______ Sex ______ Date ______

Birthdate ______ Verified? ______ How? ______ Age ______

School ______ Grade ______ Teacher ______

Address ______ Phone ______ Where born ______

Living with ______ Family Physician ______

Name of Father ______ Occupation ______

Name of Mother ______ Employed? ______

Known to what social agencies? ______

Person initiating referral form ______

What do you see as the referral problem? ______

School History (As indicated by cumulative records)

Schools Attended ______ Age on entering first grade ______

Attendance: Irregular ______

Regular ______

Truant ______

Data from Permanent Record Card

School	Grade	Date Entered	Reading	Arithmetic	Spelling	Language	Social Studies	P. E.	Writing	Art	Music	Manual Arts

Results of Standarized Tests (Intelligence, achievement, reading, interests, etc.)

DATE GIVEN	NAME OF TEST	TEST RESULTS	BY WHOM GIVEN (Title)

Grade Level at which You Estimate Child's Present Work: (As grade 1.5, 2.0, 5.5, 4.0, etc.)

Reading	Arithmetic	Spelling	Language	Social Studies	Writing	Art	Music	Manual Arts	P. E.

Special abilities, interests, activities and hobbies (Both in and outside of school)

Special disabilities and limitations (Including social, emotional, economic, mental)

Comments

Personality and Behavior Characteristics:—A list of some characteristics is given below. Please circle the description of each characteristic which you think best fits the child. Circle AA if you think the child shows an above average amount of this characteristic; circle A if you think the child is average; Circle BA if you think the child is below average on the characteristic; circle ? if you cannot, or would rather not, make a judgment on the characteristic. NOTE: Some of these characteristics are positive so that AA is favorable, some are negative so that AA is unfavorable.

Obedience	AA	A	BA	?
Alertness	AA	A	BA	?
Happiness	AA	A	BA	?
Outgoingness	AA	A	BA	?
Honesty	AA	A	BA	?
Kindness	AA	A	BA	?
Social Maturity	AA	A	BA	?
Hyperactivity	AA	A	BA	?
Moody Periods	AA	A	BA	?
Aggressiveness	AA	A	BA	?
Destructivity	AA	A	BA	?
Boredom	AA	A	BA	?
Patience	AA	A	BA	?
Self-control	AA	A	BA	?
Sociability	AA	A	BA	?
Cooperativeness	AA	A	BA	?
Acceptance by group	AA	A	BA	?
Daydreaming	AA	A	BA	?
Fearfulness	AA	A	BA	?
Confusion	AA	A	BA	?
Excitability	AA	A	BA	?
Disturbing behavior	AA	A	BA	?
Distractibility	AA	A	BA	?
Leadership	AA	A	BA	?
Attractiveness	AA	A	BA	?
Accuracy in work	AA	A	BA	?
Neatness in work	AA	A	BA	?
Neatness about self	AA	A	BA	?
Dependability	AA	A	BA	?
Caution in work	AA	A	BA	?
Caution in play	AA	A	BA	?
Initiative	AA	A	BA	?

Mannerisms and Other Conditions: Underline those items descriptive of child, if applicable.

Bites nails	**Blinks eyes**	**Lisps**	**Enuretic**
Sucks thumb	**Stutters**	**Poor muscular coordination**	**Sex problems**

Others____

Comments____

Home Background: The teacher should indicate any positive or negative factors known to school which may contribute to understanding or aiding the child; broken home, poor health, mental instability, poor supervision, strong and reliable parent, parental interest in school program, special interests or achievements of family:

List siblings, age, grade placement if in school:

Signature of Teacher and Others Initiating Referral

Principal's knowledge of child and family:

Signature of Principal

HEALTH HISTORY

Pupil's Name ______________________ Date of Birth ______________

School ______________________ Grade __________ Teacher ______________

I. HEALTH INFORMATION

A. Information Known to School (To be filled out by teacher)

Vision Test Used ______________ R ___ L ___ Date Tested ______________ Examiner ______________

Hearing Test Used ______________ R ___ L ___ Date Tested ______________ Examiner ______________

Recommendations and Comments ____

List reasons for absences from school due to illness, accident, or injury: ______________________

Has physical examination been required by school? Yes ______________ No ______________

If "yes": Grade __________ Date ______________ Physician ______________

Give any recommendations or comments made by examining physician ______________________

B. Developmental History (To be obtained by nurse)

Description of pregnancy and delivery (Including illnesses, falls, etc.) ______________________

Birthweight __________ Any history of birth injury ______________ Any special medical or hospitalization required during first month ______________________

Age sat alone __________ Age of walking __________ Age of talking __________

Age said sentences ______________ How is child's speech? ______________________

How long has the child had this speech difficulty? ______________________

Is speech similar to that of others in the family? ______________________

II. FAMILY MEDICAL HISTORY

Does the family have a history of: ______________ Crippling Diseases

______________ Visual Defects ______________ Heart Trouble

______________ Speech Defects ______________ Hearing Defects

III. PAST ILLNESSES

List past illnesses and the ages at which they occurred: ____________________

____

____

If high fever accompanied illnesses, mention degrees and duration____________________

____

Were there any unusual "spells"? ____________________

Describe them ____________________

What did the family physician tell the parents about these illnesses? ____________________

____

Has a medical specialist ever seen the child? Yes____________________ No____________

If "yes": When____________________ Where____________________

Name and address of specialist____________________

What kind of specialist____________________What did he tell the parents? ____________________

____

Has this child ever been hospitalized and if so, how long?____________________

____

Any operations, such as tonsillectomy, adenoidectomy, etc?____________________

List accidents, described what happened and give dates: ____________________

____

Does the child have any of the following symptoms more frequently than most children?

☐ Indigestion
☐ Constipation
☐ Diarrhea
☐ Allergies
☐ Sinus Trouble
☐ Nervous Spells
☐ Dizzy Spells
☐ Run a Temperature
☐ Seem Overtired
☐ Weak or Lacking in Pep
☐ Headaches
☐ Ear Infections
☐ Asthma
☐ Aches and Pains
☐ Eye Strain or Difficulty Seeing
☐ Colds
☐ Hay Fever
☐ Vomit Food
☐ Nightmares
☐ Perspire Even in Cool Weather

IV. COMMENTS BY INTERVIEWER

____

____

____

Informant____________________

Date____________________

____________________ R. N.
Interviewer

Date of Conference ______________

Bd: ____________________
Address ____________________
Telephone ____________________
Parent ____________________

CASE CONFERENCE

Name of Child ______________________________ Grade ________ School ______

Persons attending Conference:

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Reason for Referral:

Summary of Teacher(s) Report(s):

Summary of Social Worker's Report:

Summary of ________________ Report:

Summary of Psychologist's Report:

Additional Information:

Decisions, Recommendations, Responsibilities:

Copies to:

_______________ _______________

_______________ _______________

_______________ _______________

____

Signature of Chairman

CHAMPAIGN COMMUNITY UNIT 4 SCHOOLS
REFERRAL AND FACE SHEET
School Social Work Services

Date ______________________

I. Child's Name ______________________ Birthdate ______________________

School: ______________________ Grade ______________________

Parent's Name: Father ______________________ Occupation ______________________

Mother ______________________ Occupation ______________________

Telephone: Home ____________ Emergency ____________

Parents' Address ______________________

Family status: M Div Sep Wid Foster-care UMM

With whom living ______________________

II. Referral Statement:

III. How has the problem been handled?

____
Teacher

IV. Principal's Experience with child and family:

____

Principal

V. Information from Cumulative folder:

For elementary:

A. Health

B. Attendance

C. Test Results:

VI. Office Clearance:

Speech Correctionist____________________

School Psychologist____________________

Learning Handicap Teacher________________

Social Worker_________________________

Other School Personnel__________________

VII. Community Contacts

____

School Social Worker

PREVOCATIONAL DEPARTMENT
OFFICE OF SPECIAL SERVICES
CHAMPAIGN SCHOOLS

REFERRAL FOR PREVOCATIONAL SERVICES

Name ____________________ Sex ______ Age ______ Date ______________

Birthdate ______________ School ________________ Grade ______

Handicap ____

Address ____________________ Person Initiating Referral ____________

Name of Father ______________ Occupation ________________

Name of Mother ______________ Occupation ________________

Record of School Achievement:

Mathematics ______________ ______________________

English ______________ ______________________

______________ ______________________

______________ ______________________

______________ ______________________

Type of Service Requested:

Prevocational Counseling ________ Teacher Conference ____________

Parent Conference ____________ Employment Follow-Up ____________

Specific Needs of Pupil: ______________________________________

____

____

____

____

Background Information Relative to Need of Service: ______________

____

____

____

____